



HOUSE OF COMMONS
CHAMBRE DES COMMUNES
CANADA

IMPROVING ECONOMIC PROSPECTS FOR CANADIAN GIRLS

Report of the Standing Committee on the Status of Women

**Marie-Claude Morin, M.P.
Chair**

OCTOBER 2012

41st PARLIAMENT, FIRST SESSION

Published under the authority of the Speaker of the House of Commons

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41st PARLIAMENT, FIRST SESSION

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THE STANDING COMMITTEE ON THE STATUS OF WOMEN

has the honour to present its

FOURTH REPORT

Pursuant to its mandate under Standing Order 108(2), the Committee has studied the prospects for Canadian girls with regards to economic prosperity, economic participation and economic leadership, and what changes can be made by Status of Women Canada to its approach to improving them, and has agreed to report the following:

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IMPROVING THE ECONOMIC PROSPECTS OF CANADIAN GIRLS

INTRODUCTION

The Standing Committee on the Status of Women agreed in February 2012 to study “the prospects for Canadian girls with regards to economic prosperity, economic participation and economic leadership, and what changes can be made by Status of Women Canada to its approach to dealing with them.”

On June 9, 2012, Status of Women Canada announced that its theme for Women’s History Month in 2012, celebrated in October of each year, would be “Strong Girls, Strong Canada: Leaders from the Start.”¹ The Agency also announced that it would receive funding applications for its Call For Proposals entitled “Setting the Stage for Girls and Women to Succeed,” under two themes: “strengthening girls’ and young women’s economic prosperity,” and “engaging girls and young women in leadership roles.” The deadline for such applications was August 10, 2012.

Starting on February 29, 2012, the Committee was briefed by Status of Women Canada officials over two hearings, heard comments from the Honourable Rona Ambrose, Minister for Status of Women, during her appearance before the Committee on March 14, 2012, and heard testimony from 40 individual witnesses from 34 different organizations, companies or institutions. In addition, the Committee received briefs from 10 organizations, many of which had appeared before the Committee, along with written speaking notes and responses to follow-up questions submitted by Committee members.

This report summarizes evidence with respect to economic prospects for Canadian girls under the headings of participation, prosperity and leadership, following an opening section on themes that crossed each of those topics, and makes recommendations to Status of Women Canada to support improved prospects for Canadian girls. Witnesses offered some broader recommendations that they believed would improve the situation for women and families in Canada, and thereby would improve the economic prospects of Canadian girls. However, in keeping with the motion defining this study, the Committee has made only those recommendations (1) that could be implemented or initiated by Status of Women Canada and (2) that focus specifically on the situation of girls.

STATUS OF WOMEN CANADA

As noted above, the Committee first learned about the activities of Status of Women Canada, an agency that administratively reports through Canadian Heritage, but has its own Minister, the Honourable Rona Ambrose.

1 Information about this announcement is taken from the Status of Women of Canada, “Government of Canada Setting the Stage for Girls to Lead and Succeed,” News release, June 5, 2012, <http://www.swc-cfc.gc.ca/med/news-nouvelles/2012/0605-2-eng.html>.

In its *2010-2011 Report on Plans and Priorities*, Status of Women Canada identified the strategic priority for its Women's Program² as "equality for women and their full participation in the economic, social and democratic life of Canada."³

A. The Women's Program

Of \$30.8 million anticipated in expenditures for that fiscal year, \$19.9 million was to be allocated to grants and contributions to women's organizations through the Women's Program.⁴ A central focus of the program is on "improving women's and girls' economic security and prosperity."⁵

A complete list of projects funded by Status of Women Canada, related to girls' economic well-being, was provided by the Agency and is attached as Appendix A of this report.

B. International Day of the Girl

As described by Status of Women Canada on its Web page, Canada has been a leader in the international community in its adoption of the United Nations declaration of October 11, 2012 as the first International Day of the Girl Child.⁶

The Minister responsible for the Status of Women has played a leadership role in this initiative. In her own words,

In March [2011], I proposed to Parliament a motion to proclaim an International Day of the Girl — and the motion received unanimous consent from all parties.

On behalf of Canada, I led the call for an International Day of the Girl at the United Nations. We met with many delegations who were very supportive and so we drafted a resolution that has been co-sponsored by 104 countries!

The resolution was adopted by the Third Committee of the United Nations General Assembly on Monday November 15th, 2011, and on December 19th, 2011, they formally adopted October 11th as the International Day of the Girl Child.⁷

2 Status of Women Canada, *2010-2011 Report on Plans and Priorities*, p. 5, <http://www.tbs-sct.gc.ca/rpp/2010-2011/inst/csw/csw-eng.pdf>.

3 Ibid., p. 2.

4 Ibid, p. 10.

5 Status of Women Canada, *Women's Program*, <http://www.swc-cfc.gc.ca/fun-fin/wcf-fcf/index-eng.html>.

6 Status of Women Canada, *International Day of the Girl*, <http://www.swc-cfc.gc.ca/dates/idg-jif/index-eng.html>.

7 PLAN Canada, "International Day of the Girl: Q&A with MP Rona Ambrose," *Because I Am a Girl*, <http://blog.becauseiamagirl.ca/2011/12/19/international-day-of-the-girl-qa-with-mp-rona-ambrose/>.

The Agency's Website addresses Canada's role, and indicates that the International Day of the Girl is an opportunity "to raise awareness about the particular challenges that girls face and to take action."⁸

OVER-ARCHING THEMES

The Committee's deliberations focused on the three specific themes included in the motion triggering this study. A range of witnesses spoke to more than one of these elements, and many of their messages applied to all three. These themes are outlined below as they underpin the recommendations of many witnesses and lay the foundation for more specific proposals under the three areas of study.

A. Gender Stereotyping

The Committee heard that social expectations of girls and young women in many communities within Canada are less than the expectations of boys. When parents, teachers, the media, employers and others communicate a more constrained future for girls, the prophecy can become self-fulfilling. Some witnesses focused on the role of schools in promoting gender equality in content and methods,⁹ with one explicit recommendation to "review and address gaps in the school curriculum to ensure that gender equality is incorporated at every level of education."¹⁰ Other testimony focused on the role of schools in promoting less traditional fields of study and career opportunities for girls, and in reducing gender-based violence and harassment, each addressed in greater detail later in this report.

1. Role of Boys

Committee members and witnesses alike articulated the need to engage boys in changing these negative and limiting views of girls, particularly as these boys and girls will grow up to become Canada's future work force and leaders.¹¹ Other witnesses, recognizing the value of engaging boys in a critical analysis of expectations for males and females, also cautioned against diluting female-targeted programs, as addressed in

8 Status of Women Canada, *International Day of the Girl: What is Canada's role?*, <http://www.swc-cfc.gc.ca/dates/idg-jif/index-eng.html#tab5>.

9 Saman Ahsan, Executive Director, Girls Action Foundation, *Evidence*, March 12, 2012, 1535; Claire Crooks, Member, Board of Directors, Canadian Women's Foundation, *Evidence*, March 28, 2012, 1550; Anne-Marie Gammon, President, Femmes Équité Atlantique, *Evidence*, April 30, 2012, 1620.

10 Saman Ahsan, Executive Director, Girls Action Foundation, *Evidence*, March 12, 2012, 1535.

11 Saman Ahsan, Executive Director, Girls Action Foundation, *Evidence*, March 12, 2012, 1535; Jocelyne Michelle Coulibaly, Representative for the Ottawa Region, Board of Representatives, Fédération de la jeunesse franco-ontarienne, *Evidence*, April 2, 2012, 1645; Stefanie Lomatski, Executive Director, Ottawa Coalition to End Violence Against Women, *Evidence*, May 16, 2012, 1645.

greater detail below. They also advised against pitting the situations of girls and boys against each other.¹²

Other witnesses identified the particular need to engage boys in anti-violence programs, addressed in greater detail later in this report.

B. Education and Training

There was broad agreement among witnesses that education is pivotal to increasing economic opportunities for girls. While recognizing that education from Kindergarten to Grade 12 (K-12) is a provincial responsibility, except on-reserve, several witnesses highlighted the importance of these levels of education.

The Committee heard that girls are generally performing better than boys in the K-12 years, and are graduating in higher numbers. However, witnesses also pointed out that the economic prospects for boys who did not complete K-12 were often better than for girls in the same situation, pointing to higher paying opportunities for boys without a high school diploma than for girls.¹³

The Committee also learned of the higher non-completion rate for Aboriginal girls, addressed in greater detail in a later section of the report, with associated recommendations to focus on high-school completion and on-going access to education and training for these girls to improve their economic prospects.¹⁴ A similar recommendation was made with respect to both high school completion and literacy programs for women with experience in the criminal justice system.¹⁵

Witnesses also identified specific gaps in school curricula that, if filled, would increase the economic prospects for Canadian girls. These include promotion of the non-traditional fields of study and careers — science, technology, engineering, mathematics, and the skilled trades; financial literacy; and violence-reduction programs. Each of these is addressed in greater detail in later sections of this report.

12 Leanne Nicolle, Director, Community Engagement, Plan International Canada Inc., *Evidence*, March 26, 2012, 1540; Claudia Mitchell, James McGill Professor, Department of Integrated Studies in Education, McGill University, *Evidence*, May 28, 2012, 1645.

13 Juniper Glass, Director of Development, Girls Action Foundation, *Evidence*, March 12, 2012, 1530; Coline Camier, Assistant Coordinator, Action travail des femmes, *Evidence*, May 14, 2012, 1530; Shellie Bird, Board of Directors Member, Child Care Advocacy Association of Canada, *Evidence*, May 14, 2012, 1655.

14 Angelina Weenie, Department Head, Professional Programs, First Nations University of Canada, *Evidence*, April 30, 2012, 1645; Claire Crooks, Member, Board of Directors, Canadian Women's Foundation, *Evidence*, March 28, 2012, 1545; Claudette Dumont-Smith, Executive Director, Native Women's Association of Canada, *Evidence*, May 2, 2012, 1540.

15 Bailey Reid, Chair, Public Engagement Committee, Ottawa Coalition to End Violence Against Women, *Evidence*, May 16, 2012, 1650.

More general recommendations called on the federal government to make education for girls a priority, especially those in marginalized groups.¹⁶

Other witnesses highlighted the need for Canada to modernize its K-12 curriculum.

Tracy Redies, President and Chief Executive Officer, Coast Capital Savings Credit Union, told the Committee:

...our education system, which should offer the perfect opportunity for young women to learn and think globally, is too narrow in its focus. If we are to prepare Canadian youth to capitalize on the new global realities, our curricula will have to change to reflect those realities.¹⁷

Linda Hasenfratz, Chief Executive Officer, Linamar Corporation, told the Committee of her vision for Canada's education system, to enhance the opportunities for girls:

I would love to see us in Canada setting a goal to be the best in the world in terms of an education system that's going to create the smartest, the most innovative, and the most successful scientists and engineers in the world, with the highest percentage of female grads.¹⁸

Recommendation: The Committee recommends that Status of Women Canada, working through its federal/provincial/territorial relationships, encourage provincial and territorial officials responsible for education to continue to ensure that curricula reflect current and emerging global economic realities.

1. Access to Post-secondary Education

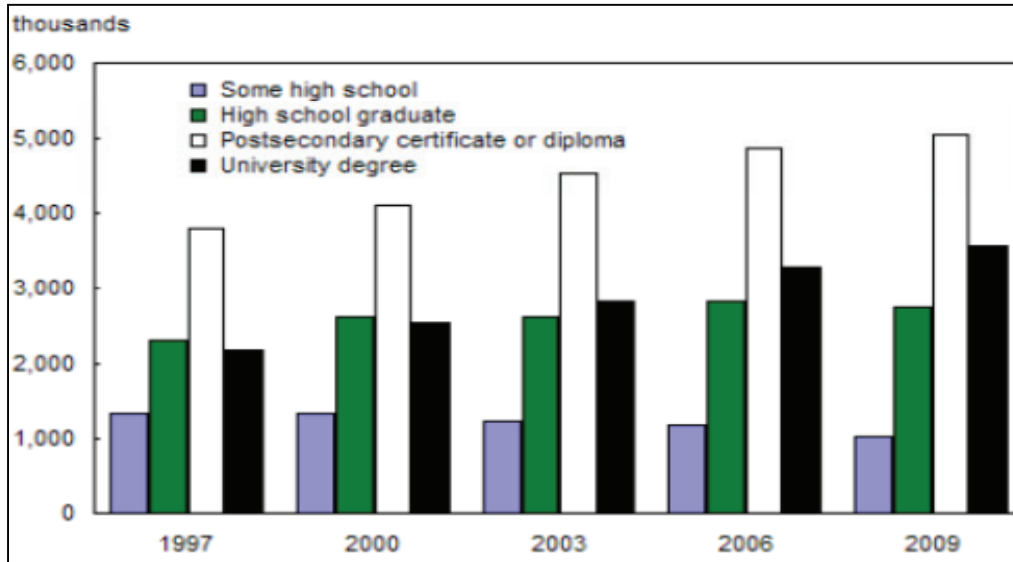
Research has demonstrated repeatedly the links between education and economic participation and prosperity in Canada, and indeed internationally. As shown in Figure 1, Canadian data demonstrate that full-time employment for those without a high school education has always been lower than with any kind of post-secondary education, and has been declining steadily since 1997. Conversely, the full-time employment of post-secondary graduates has increased steadily over time.

16 Leanne Nicolle, Director, Community Engagement, Plan International Canada Inc., *Evidence*, March 26, 2012, 1530.

17 Tracy Redies, President and Chief Executive Officer, Coast Capital Savings Credit Union, *Evidence*, April 2, 2012, 1530.

18 Linda Hasenfratz, Chief Executive Officer, Linamar Corporation, *Evidence*, May 14, 2012, 1640.

Figure 1 – Full-Time Employment by Educational Attainment



Source: Statistics Canada, CANSIM table 282-0003,
<http://www.statcan.gc.ca/pub/12-581-x/2010000/edu-eng.htm>.

The ability to pursue a post-secondary education can impact the future income of young Canadians, as post-secondary education is now a prerequisite for approximately 70% of newly listed jobs. This as youths aged 15 to 24 are experiencing an unemployment rate which is nearly double the unemployment rate for all Canadians, at 13.9% compared to 7.2%,¹⁹ post-secondary education is especially important.

Recent data from Statistics Canada also indicate that:

...more girls than boys earn their high school diploma within the expected timeframe and girls are less likely to drop out. More women than men enrol in college and university programs after completing their high school education. A greater percentage of women leave these programs with a diploma or degree.²⁰

In international rankings, Canada placed first among the Organisation for Economic Co-operation and Development (OECD) countries for the graduation rate at upper secondary level for both boys and girls, though girls had even higher graduation rates.²¹ Looking beyond high school, the 2006 Census reported that more than 60% of females in

19 Statistics Canada, *Labour Force Survey*, March 2012,
<http://www.statcan.gc.ca/daily-quotidien/120405/dq120405a-eng.htm>.

20 Martin Turcotte, "Women and Education," *Women in Canada: A gender-based statistical report*, Statistics Canada, December 2011, p. 5, <http://www.statcan.gc.ca/pub/89-503-x/2010001/article/11542-eng.pdf>.

21 OECD, *Equally Prepared for Life? How 15-year-old Boys and Girls Perform in School*, 2009, p. 11.

Canada have some post-secondary education, with more than 20% having completed at least an undergraduate degree at a university.²²

The Committee heard from witnesses about the high returns from receipt of a post-secondary education, especially for girls and young women, and the role of costs and anticipated debt as obstacles to both enrolment and post-studies economic well-being.²³ Related recommendations focused on federal (and provincial) student debt reduction.²⁴

Carol Stephenson, Dean, Richard Ivey School of Business, University of Western Ontario, told the Committee of the benefits of offering scholarships for women:

Scholarships for women is another area [where government can act]... I think that is a great incentive for women — and especially those who have affordability issues — to go on and pursue a business career, which is probably what I'm the most familiar with.²⁵

In addition, witnesses drew attention to particular groups that are often excluded from these opportunities, including youth coming out of child welfare systems,²⁶ girls from rural or remote communities,²⁷ girls with disabilities,²⁸ and Aboriginal girls.²⁹ Recommendations targeted to these groups included improving accessible transportation

22 Statistics Canada, Highest level of educational attainment for the population aged 25 to 64, percentage distribution for females, for Canada, provinces and territories — 20% sample data, 2006, <http://www12.statcan.ca/census-recensement/2006/dp-pd/hlt/97-560/pages/page.cfm?Lang=E&Geo=PR&Code=01&Table=1&Data=Dist&Sex=3&StartRec=1&Sort=2&Display=Page>.

23 Paulette Senior, Chief Executive Officer, YWCA Canada, *Evidence*, March 12, 2012, 1545; Farrah Todosichuk, Representative, YWCA Canada, *Evidence*, March 12, 2012, 1545; Barbara Byers, Executive Vice-President, Canadian Labour Congress, *Evidence*, March 12, 2012, 1650; Brigitte Ginn, Board Member, Canadian Research Institute for the Advancement of Women, *Evidence*, March 28, 2012, 1530; Laurel Rothman, National Coordinator, Campaign 2000, *Evidence*, April 25, 2012, 1700; Katie Arnup, Board of Directors Member, Child Care Advocacy Association of Canada, *Evidence*, May 14, 2012, 1630.

24 YWCA Canada, "From Girls to Women: Programs and Policies to Enhance Economic Prosperity," *Brief*, May 23, 2012, p. 6; Brigitte Ginn and Jane Stinson, Canadian Research Institute for the Advancement of Women, *Presentation*, March 28, 2012, p. 7; Barbara Byers, Executive Vice-President, Canadian Labour Congress, *Evidence*, March 12, 2012, 1655.

25 Carol Stephenson, Dean, Richard Ivey School of Business, University of Western Ontario, *Evidence*, April 25, 2012, 1655.

26 Mary Ellen Turpel-Lafond, Representative for Children and Youth, British Columbia, *Evidence*, May 28, 2012, 1635.

27 Elyse Allan, President and Chief Executive Officer, GE Canada, *Evidence*, May 30, 2012, 1540; Saman Ahsan, Executive Director, Girls Action Foundation, *Evidence*, March 12, 2012, 1550; Jane Stinson, Director, FemNorthNet Project, Canadian Research Institute for the Advancement of Women, *Evidence*, March 28, 2012, 1535.

28 Bonnie Brayton, National Executive Director, DisAbled Women's Network (DAWN), *Evidence*, April 4, 2012, 1600.

29 Paige Isaac, Coordinator, First People's House, *Evidence*, April 4, 2012, 1630; Jocelyne Wasacase-Merasty, Regional Manager, Prairie Region, National Centre for First Nations Governance, *Evidence*, April 4, 2012, 1710; Angelina Weenie, Department Head, Professional Programs, First Nations University of Canada, *Evidence*, April 30, 2012, 1650; Margaret-Ann Armour, President of the Board, Canadian Centre for Women in Science, Engineering, Trades and Technology, *Evidence*, May 7, 2012, 1600.

to support disabled students in post-secondary education,³⁰ and sustaining or improving funding for post-secondary education for Aboriginal students.³¹

C. Family Roles

Many witnesses described the role unique to girls and young women in mothering, particularly pregnancy and infant care, and in their families and communities more broadly.

Witnesses also provided evidence of the very high participation rates of mothers in the labour force, including the 70% of mothers, with children under the age of five, who work outside their homes.³² With respect to employment, Statistics Canada data show that for girls and women between the ages of 15 and 24, the unemployment rate (for those not working and looking for work) is 11.8% for those without children, and 19.1% for those with children.³³

Child care and related supports were widely identified as necessary to permit and encourage the economic participation and prosperity of young women who are mothers, both through education and in the workforce.³⁴ Related recommendations with respect to child care focused on federal funding programs for early childhood learning programs.³⁵

More specifically, witnesses spoke of particular needs for childcare for women working in the trades, where work often extends beyond the “normal” workday,³⁶ and for First Nations women both on reserve and in urban settings.³⁷

30 Bonnie Brayton, National Executive Director, DAWN, *Brief*, May 31, 2012, p. 6.

31 Paige Isaac, Coordinator, First People’s House, *Evidence*, April 4, 2012, 1630; Angelina Weenie, Department Head, Professional Programs, First Nations University of Canada, *Evidence*, April 30, 2012, 1650.

32 Andrée Côté, Women’s and Human Rights Officer, National Programs Section, Public Service Alliance of Canada, *Evidence*, May 16, 2012, 1540.

33 Statistics Canada, “Labour Force Activity,” from 2006 Census.

34 Paulette Senior, Chief Executive Officer, YWCA Canada, *Evidence*, March 12, 2012, 1540; Laurel Rothman, National Coordinator, Campaign 2000, *Evidence*, April 25, 2012, 1700; Margaret-Ann Armour, President of the Board, Canadian Centre for Women in Science, Engineering, Trades and Technology, *Evidence*, May 7, 2012, 1620; Shellie Bird, Board of Directors Member, Child Care Advocacy Association of Canada, *Evidence*, May 14, 2012, 1625; YWCA Canada, “From Girls to Women: Programs and Policies to Enhance Economic Prosperity,” *Brief*, May 23, 2012, p. 7.

35 Barbara Byers, Executive Vice-President, Canadian Labour Congress, *Evidence*, March 12, 2012, 1655; Peggy Taillon, President and Chief Executive Officer, Canadian Council on Social Development, *Evidence*, April 4, 2012, 1545; Marilyn Ouellet, Responsible for Equal Access Services, Action travail des femmes, *Evidence*, May 14, 2012, 1535; Shellie Bird, Board of Directors Member, Child Care Advocacy Association of Canada, *Evidence*, May 14, 2012, 1535; Andrée Côté, Women’s and Human Rights Officer, National Programs Section, Public Service Alliance of Canada, *Evidence*, May 16, 2012, 1545; YWCA Canada, “YWCA Canada Responses to Questions for the witnesses for FEWO March 11, 2012,” p. 2.; Brigitte Ginn and Jane Stinson, Canadian Research Institute for the Advancement of Women, *Presentation*, March 28, 2012, p. 11.

36 Tricia Robertson, Executive Director, Techsploration, *Evidence*, May 7, 2012, 1605; Barbara Byers, Executive Vice-President, Canadian Labour Congress, *Evidence*, March 12, 2012, 1715.

37 Ashley Julian, Member, Youth Council, Assembly of First Nations, *Evidence*, May 30, 2012, 1640.

One international study concluded that the provision of affordable child care can increase the labour force participation of mothers of young children, increasing their economic prosperity and well-being:

Employed parents with young children cannot retain their jobs without some form of childcare. Although mothers used to enable fathers' employment by caring for their children at home, more mothers are now employed in Canada and the other liberal states. Research has found that reducing childcare costs increases maternal employment.³⁸

In addition to care for young children, witnesses, from organized labour and from corporate leadership, identified other challenges to balancing work and family life, and their impact on economic participation, prosperity and leadership.³⁹

Recommendations were varied, and included a call to the government to lead a campaign to promote such balance⁴⁰ and to create labour policies that encourage increased balance,⁴¹ along with a suggestion that involving fathers in domestic activities be promoted to help create better balance.⁴²

Finally, Ellen Moore, Chairman, President and Chief Executive Officer, Chubb Insurance Company of Canada pointed out the need for reintegration of female employees after longer absences, like maternity leave, calling on employers to support "on-ramping women after a career absence."⁴³

PARTICIPATION

The Committee's motion identified economic participation as one of the goals for girls and young women. Among the witnesses, many identified the importance of employment to economic well-being and the foundation upon which economic prosperity and leadership could be built. Evidence and recommendations on this more general theme follow the section on barriers to such participation facing some girls and young women.

38 Maureen Baker, "Gendering 'Child' Poverty: Cross-National Lessons for Canada in a Deepening Recession," *International Journal of Canadian Studies*, 2010, p. 31, <http://www.erudit.org/revue/ijcs/2010/v/n42/1002170ar.pdf>.

39 Barbara Byers, Executive Vice-President, Canadian Labour Congress, *Evidence*, March 12, 2012, 1650; Tracy Redies, President and Chief Executive Officer, Coast Capital Savings Credit Union, *Evidence*, April 2, 2012, 1535; Ellen Moore, Chairman, President and Chief Executive Officer, Chubb Insurance Company of Canada, *Evidence*, April 2, 2012, 1645.

40 Tricia Robertson, Executive Director, Techsploration, *Evidence*, May 7, 2012, 1540.

41 Andrée Côté, Women's and Human Rights Officer, National Programs Section, Public Services Alliance of Canada, *Evidence*, May 16, 2012, 1635.

42 Marilyn Ouellet, Responsible for Equal Access Services, Action travail des femmes, *Evidence*, May 14, 2012, 1535.

43 Ellen Moore, Chairman, President and Chief Executive Officer, Chubb Insurance Company of Canada, *Evidence*, April 2, 2012, 1615.

A. Barriers to Participation

In addition to the general themes identified in the previous section of this report, witnesses identified obstacles that could prevent girls and young women from participating in the labour force. The Committee heard from Status of Women officials that the removal of barriers to participation in the economic, social and democratic life in Canada is a significant goal of its funding programs.⁴⁴

The Committee heard that girls growing up in already marginalized groups in Canada often face the greatest and most numerous obstacles.⁴⁵ As noted above, these groups include those with personal experiences of harassment and violence; those in rural and remote communities; people of Aboriginal status; newcomers to Canada; visible, ethnic and linguistic minorities; and those raised in and living in poverty.⁴⁶ For example, the Committee heard that the wage gap between men and women in Canada is wider for Aboriginal, disabled and racialized women than the Canadian average.⁴⁷

As these circumstances often intersect with one another, recommendations often addressed several of them together. For example, Barbara Byers, Executive Vice-President, Canadian Labour Congress, recommended recognizing and addressing “the disproportionate levels of poverty, unemployment, and violence among [A]boriginal women and women with disabilities.”⁴⁸ Leanne Nicolle, Director, Community Engagement, Plan International Canada Inc., recommended that Status of Women Canada could support the economic prospects of Canadian girls by “making sure that life skills training is offered to marginalized communities, such as the aboriginal community, and those who are living below the poverty line in priority neighbourhoods.”⁴⁹ Mary Ellen Turpel-Lafond, Representative for Children and Youth, British Columbia told the Committee that in order to improve the prospects of Canadian girls,

...we need to pay particular attention to some deeply vulnerable groups of girls and women using the evidence that we know is available and to develop and innovate in terms of more effective approaches in our social policy and in our community development approaches so that we can adequately engage and support girls and women to have better outcomes.⁵⁰

44 Linda Savoie, Director General, Women’s Program and Regional Operations Directorate, Status of Women Canada, *Evidence*, February 29, 2012, 1535.

45 Barbara Byers, Executive Vice-President, Canadian Labour Congress, *Evidence*, March 12, 2012, 1655.

46 Juniper Glass, Director of Development, Girls Action Foundation, *Evidence*, March 12, 2012, 1530; Paulette Senior, Chief Executive Officer, YWCA Canada, *Evidence*, March 12, 2012, 1540.

47 Barbara Byers, Executive Vice-President, Canadian Labour Congress, *Evidence*, March 12, 2012, 1600.

48 *Ibid.*, 1655.

49 Leanne Nicolle, Director, Community Engagement, Plan International Canada Inc., *Evidence*, March 26, 2012, 1545.

50 Mary Ellen Turpel-Lafond, Representative for Children and Youth, British Columbia, *Evidence*, May 28, 2012, 1600.

Recommendation: The Committee recommends that Status of Women Canada continue to contribute to projects that address girls and young women who are multiply disadvantaged, and investigate ways to increase the number of projects with this focus.

For those girls who manage to overcome these roadblocks, there are constraints that continue to undermine their economic participation and prosperity. A recent research report commissioned by the federal government sums up these continuing impacts:

Financial pressures related to low wages, occupational instability or higher student debts and mortgages among youth today than in the past can then create a feeling of uncertainty about future prospects. Not all youth have access to the same portfolio of personal, social, educational and financial resources to successfully enter into adult society.⁵¹

Evidence and recommendations more specific to each of the circumstances noted above follow.

1. Gender-based Harassment and Violence

Violence has a severely negative impact on a woman's economic prosperity, and a woman's poor economic circumstances can put her at greater risk of violence. This cycle is explained in a publication by the Public Health Agency of Canada:

Poverty marginalizes women, increasing their risk of victimization, while violence also isolates women, as the mental and physical effects grind away at women's sense of well-being, limiting what is possible.⁵²

The same publication states that poverty and violence reflect unequal relationships of power, which result in the systemic discrimination against women, and "this systemic discrimination means that women are less likely to get well-paying jobs and to meet their needs for decent housing, education, child-care and health services."⁵³

In addition, "the trauma of being abused can result in a multitude of physical and psychological impacts that affect women's employability."⁵⁴ The publication expands on the challenges with employability for these women:

...women who have experienced abuse can suffer from anxiety and depression; they may have difficulty concentrating or maintaining disciplined practice; and they may be

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- 51 Sandra Franke, Current Realities and Emerging Issues Facing Youth in Canada: An Analytical Framework for Public Policy Research, Development and Evaluation, Research Paper, Policy Research Initiative, January 2010, p. 10, <http://dspace.cigilibrary.org/jspui/bitstream/123456789/27671/1/Current%20realities%20and%20emerging%20issues%20facing%20youth.pdf?1>.
- 52 Public Health Agency of Canada, *Breaking the Links between poverty and violence against women: A Resource Guide*, 2008, p. 4, <http://www.phac-aspc.gc.ca/ncfv-cnivf/pdfs/fem-brklnks-eng.pdf>.
- 53 Ibid.
- 54 Ibid., p. 11.

suspicious or forgetful. It can take them more time to go through job-training programs than other women. They may have to work harder to build up their self-confidence and be more concerned about their safety.⁵⁵

A 2011 study reported in the journal *Canadian Public Policy* states:

...chronic mental and physical health problems associated with abuse may make women less employable, reducing their capacity to acquire economic and material resources to sustain themselves and their children, with impacts on absenteeism and work quality and subsequent losses to employers and the state.⁵⁶

The Committee heard from several witnesses that harassment and violence are clear obstacles to economic participation, prosperity and leadership for girls and young women in Canada.⁵⁷

The Minister, the Honourable Rona Ambrose described the relationship when she told the Committee: “We believe, of course, that women’s safety goes hand in hand with their economic security.”⁵⁸ The importance of this safety from harassment and violence often underpinned witnesses’ suggestions that “girls-only” spaces are important to their future economic prospects.⁵⁹ This and other aspects of single-gender services and initiatives, and related recommendations, are addressed in greater detail in later sections of this paper.

Witnesses advised the Committee that the harassment rate of young women is as high as 46% for high-school aged women in Ontario,⁶⁰ and the sexual abuse rate among Aboriginal girls under the age of 18 was as high as 75%.⁶¹ The Committee also heard that

55 Ibid.

56 Colleen Varcoe et al., “Attributing Selected Costs to Intimate Partner Violence in a Sample of Women Who Have Left Abusive Partners: A Social Determinants of Health Approach,” *Canadian Public Policy*, Vol. 37, No. 3, 2011, p. 363.

57 Linda Savoie, Director General, Women’s Program and Regional Operations Directorate, Status of Women Canada, *Evidence*, February 29, 2012, 1540; Juniper Glass, Director of Development, Girls Action Foundation, *Evidence*, March 12, 2012, 1530; Geneviève Latour, Programming Manager, Fédération de la jeunesse franco-ontarienne, *Evidence*, April 2, 2012, 1705; Coline Camier, Assistant Coordinator, Action travail des femmes, *Evidence*, May 14, 2012, 1535; Claudia Mitchell, James McGill Professor, Department of Integrated Studies in Education, McGill University, *Evidence*, May 28, 2012, 1720.

58 The Honourable Rona Ambrose, Minister for Status of Women, *Evidence*, March 14, 2012, 1545.

59 Leanne Nicolle, Director, Community Engagement, Plan International Canada Inc., *Evidence*, March 26, 2012, 1535; Claire Crooks, Board of Directors Member, Canadian Women’s Foundation, *Evidence*, March 28, 2012, 1545; Mary Ellen Turpel-Lafond, Representative, British Columbia, Representative for Children and Youth, *Evidence*, May 28, 2012, 1555; Ashley Julian, Member, Youth Council, Assembly of First Nations, *Evidence*, May 30, 2012, 1645.

60 Stefanie Lomatski, Executive Director, Ottawa Coalition to End Violence Against Women, *Evidence*, May 16, 2012, 1640.

61 Claire Crooks, Board of Directors Member, Canadian Women’s Foundation, *Evidence*, March 28, 2012, 1545.

girls in rural and remote communities often have less access to services when they are experiencing violence.⁶²

As noted above, several witnesses discussed the importance of making schools safe from bullying, gender-based harassment and violence, and identified promising initiatives to achieve this goal. Such initiatives are included in Appendix B to this report, which lists initiatives described by witnesses during their testimony or by others in written submissions to the Committee. Describing the impact of gender harassment, Saman Ahsan, Executive Director, Girls Action Foundation, told the Committee that

It causes depression; it causes low self-worth. It can lead to substance abuse, violent delinquency, thoughts of suicide. So it can create a lot of problems. A girl who is faced with this kind of harassment is obviously not going to do her best in her studies and in her professional career, and this is going to limit her economic prospects in the long term.⁶³

One of Ms. Ahsan's recommendations was "implementing and expanding programs that reduce gender harassment, especially in educational institutions."⁶⁴

Similarly, Jocelyne Michelle Coulibaly, Representative for the Ottawa Region, Board of Representatives, Fédération de la jeunesse franco-ontarienne told the Committee that "it is essential to expand and develop programs to reduce sexual harassment."⁶⁵ In its presentation to the Committee, the Public Service Alliance of Canada recommended "effective action to protect girls from discrimination and harassment."⁶⁶

Recommendation: The Committee recommends that Status of Women Canada sustain its support for programs that create safe spaces for girls, particularly with respect to preventing and addressing the violence they face in schools and in the workplace.

As noted above, many witnesses also identified the need to engage boys in programs to prevent and address gender-based violence, and acknowledged the support provided by Status of Women Canada to this important element of its anti-violence work.⁶⁷

62 The Honourable Rona Ambrose, Minister for Status of Women, *Evidence*, March 14, 2012, 1545; Saman Ahsan, Executive Director, Girls Action Foundation, *Evidence*, March 12, 2012, 1555; Laurel Rothman, National Coordinator, Campaign 2000, *Evidence*, April 25, 2012, 1720; Claudette Dumont-Smith, Executive Director, NWAC, *Evidence*, May 2, 2012, 1625.

63 Saman Ahsan, Executive Director, Girls Action Foundation, *Evidence*, March 12, 2012, 1535.

64 Ibid.

65 Jocelyne Michelle Coulibaly, Representative for the Ottawa Region, Board of Representatives, Fédération de la jeunesse franco-ontarienne, *Evidence*, April 2, 2012, 1645.

66 Public Service Alliance of Canada, *Presentation*, May 9, 2012, p. 5.

67 Saman Ahsan, Executive Director, Girls Action Foundation, *Evidence*, March 12, 2012, 1535; Jocelyne Michelle Coulibaly, Representative for the Ottawa Region, Board of Representatives, Fédération de la jeunesse franco-ontarienne, *Evidence*, April 2, 2012, 1645; Stefanie Lomatski, Executive Director, Ottawa Coalition to End Violence Against Women, *Evidence*, May 16, 2012, 1645.

The Committee received recommendations that suggested a more general approach to preventing and responding to violence against girls and young women. For example, the YWCA, in a written submission to the Committee, recommended that “the federal government commit to leading a process to coordinate policies on violence against women at all three levels of government to ensure women’s safety.”⁶⁸ In another brief to the Committee, Jolanta Scott-Parker, Executive Director, Canadian Federation for Sexual Health recommended investments in “broadly based sexual health education” to promote healthy relationships.⁶⁹ In its presentation distributed to the Committee at the time of their appearance, the Public Service Alliance of Canada recommended programs to make girls aware of their rights and supports to exercising them,⁷⁰ a goal that formed part of the initiative by Plan Canada and the Minister responsible for the Status of Women to gain recognition of the International Day of the Girl.⁷¹

Recommendation: The Committee recommends that Status of Women Canada support the safety of girls through:

- **Its work with its interdepartmental and intergovernmental partners toward greater coordination of policies on gender-based violence;**
- **funding for projects, which may include the engagement of men and boys, that target the development of healthy relationships; and**
- **sustaining funding for programs that increase the awareness and exercise of girls’ human rights.**

The Committee also heard that escaping violence can leave women in precarious situations, leading to specific recommendations with respect to federal involvement in the provision of both emergency shelters⁷² and longer term affordable and safe housing.⁷³

68 YWCA Canada, “YWCA Canada Responses to Questions for the witnesses for FEWO March 11, 2012,” p. 3.

69 Jolanta Scott-Parker, Executive Director, Canadian Federation for Sexual Health, *Brief*, May 18, 2012, p. 5.

70 Public Service Alliance of Canada, *Presentation*, May 9, 2012, p. 5.

71 The Honourable Rona Ambrose, Minister for Status of Women, *Evidence*, March 14, 2012, 1530.

72 Brigitte Ginn and Jane Stinson, Canadian Research Institute for the Advancement of Women, *Presentation*, March 28, 2012, p. 2; Peggy Taillon, President and Chief Executive Officer, Canadian Council on Social Development, *Evidence*, April 4, 2012, 1600.

73 Paulette Senior, Chief Executive Officer, YWCA Canada, *Evidence*, March 12, 2012, 1550; YWCA Canada, “From Girls to Women: Programs and Policies to Enhance Economic Prosperity,” *Brief*, May 23, 2012, p. 7; Laurel Rothman, National Coordinator, Campaign 2000, *Evidence*, April 25, 2012, 1720.

2. Rural and Remote Communities

Evidence provided to the Committee included concerns about access to support services in rural and remote communities to help girls overcome barriers to economic participation, and about the extra challenges to achieving such participation and prosperity for girls in those communities.⁷⁴ The Committee heard from Status of Women officials that a recent call for proposals to address issues facing women in rural and remote communities resulted in almost 250 proposals, of which 48 had been announced; some addressed violence against women, while others addressed economic security, all particularly focused on women in smaller communities.⁷⁵ The announced projects are included in Appendix A.

Among the most significant issue facing girls in these communities is the lack of educational programs and local job openings available to them, forcing them to leave home to access learning and employment opportunities.⁷⁶ For Aboriginal girls, witnesses described additional challenges related to a new culture and language,⁷⁷ child care,⁷⁸ and lack of affordable housing when they moved.⁷⁹

Jane Stinson, Director, FemNorthNet Project, Canadian Research Institute for the Advancement of Women recommended that “the federal government support the establishment and expansion of post-secondary education in northern communities.”⁸⁰ She also explained the need for supporting young women when they have to leave their communities to pursue education:

Young women in northern communities normally have to leave their communities and travel great distances to southern locations, where they are really cut off from family and friends and both emotional and financial support... it's also about aboriginal students

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- 74 Juniper Glass, Director of Development, Girls Action Foundation, *Evidence*, March 12, 2012, 1555; Jocelyne Wasacase-Merasty, Regional Manager, Prairie Region, National Centre for First Nations Governance, *Evidence*, April 4, 2012, 1645; Claudette Dumont-Smith, Executive Director, NWAC, *Evidence*, May 2, 2012, 1555; Tricia Robertson, Executive Director, Techsploration, *Evidence*, May 7, 2012, 1615.
- 75 Suzanne Clément, Coordinator and Head of Agency, Office of the Coordinator, Status of Women Canada, *Evidence*, March 14, 2012, 1630.
- 76 Leanne Nicolle, Director, Community Engagement, Plan International Canada Inc., *Evidence*, March 26, 2012, 1550; Carol Stephenson, Dean, Richard Ivey School of Business, University of Western Ontario, *Evidence*, April 25, 2012, 1715.
- 77 Jane Stinson, Director, FemNorthNet Project, Canadian Research Institute for the Advancement of Women, *Evidence*, March 28, 2012, 1535; Paige Isaac, Coordinator, First Peoples' House, *Evidence*, April 4, 2012, 1535; Elyse Allan, President and Chief Executive Officer, GE Canada, *Evidence*, May 30, 2012, 1600; Jocelyne Wasacase-Merasty, Regional Manager, Prairie Region, National Centre for First Nations Governance, *Evidence*, April 4, 2012, 1635.
- 78 Paige Isaac, Coordinator, First Peoples' House, *Evidence*, April 4, 2012, 1635.
- 79 Angelina Weenie, Department Head, Professional Programs, First Nations University of Canada of Canada, *Evidence*, April 30, 2012, 1655.
- 80 Jane Stinson, Director, FemNorthNet Project, Canadian Research Institute for the Advancement of Women, *Evidence*, March 28, 2012, 1535.

moving to a community where the language is totally different and where there are very few supports.⁸¹

Elyse Allan, President and Chief Executive Officer, GE Canada told the Committee:

...girls in remote communities who want to pursue post-secondary education must often leave home to do so. This can be costly and stressful, a big disincentive. Supporting community and post-secondary programs that support girls in their transition away from home, including provisions for child care, we believe well recommended.⁸²

Recommendation: The Committee recommends that Status of Women Canada work with Treasury Board to ensure that gender-based analysis within departments and agencies take into account policy impacts on women and girls in remote and isolated communities.

3. Aboriginal Status

Aboriginal girls and young women make up a significant portion of the female Aboriginal population. In 2006, 28% of the Aboriginal females were under 15 years of age, and 18% were between 15 and 24 years of age.⁸³ In that same year, the median age of Aboriginal females was 27.7, compared with 40.5 years for non-Aboriginal females.⁸⁴

Statistics Canada also reports that Aboriginal women are generally less likely than non-Aboriginal women to be a part of the paid labour force. According to 2006 data:

...51.1% of Aboriginal women aged 15 and over were employed, compared with 57.7% of non-Aboriginal women. Aboriginal women were also less likely than their male counterparts, 51.1% versus 56.5%, to be employed.⁸⁵

Aboriginal girls are more likely to be faced with risk factors that could jeopardize their economic participation, prosperity and leadership into their adult lives. The Canadian Women's Foundation reports that Aboriginal girls "experience alarmingly high levels of depression, suicide, addiction, HIV infection, and poverty."⁸⁶

81 Ibid.

82 Elyse Allan, President and Chief Executive Officer, GE Canada, *Evidence*, May 30, 2012, 1540.

83 Ibid.

84 Vivian O'Donnell and Susan Wallace, "First Nations, Métis and Inuit Women," *Women in Canada: A Gender-based Statistical Report*, July 2011, p. 15, <http://www.statcan.gc.ca/pub/89-503-x/2010001/article/11442-eng.pdf>.

85 Ibid., p. 26.

86 Canadian Women's Foundation, "The facts about girls in Canada," <http://www.canadianwomen.org/facts-about-girls>.

a. Early mothering

Research indicates that between four⁸⁷ and six⁸⁸ times as many teenaged First Nation girls are parents compared to their non-Aboriginal counterparts. The most recent data indicates that 8% of First Nation teenaged girls were parents, compared to 1.3% of non-Aboriginal girls the same age.⁸⁹ This, in turn, means that more Aboriginal girls are being raised by young mothers than their non-Aboriginal counterparts, with one in four Inuit and First Nation girls, and one in five Métis girls having mothers between the ages of 15 and 24, compared to fewer than one in ten non-Aboriginal girls.⁹⁰

This, of course, has repercussions on education and income for girls between the ages of 10 and 19, the focus of the Committee's study. More than 33% of Aboriginal women over the age of 25 have not completed high school (compared to 20% for non-Aboriginal women); of those, almost 25% Aboriginal women aged 15 to 34 identified pregnancy or the need to care for children as their reasons for not completing school.⁹¹ Similarly, 11% of Aboriginal women living off-reserve who had started but not completed post-secondary education gave the same reason for withdrawing from their studies.⁹²

However, recent data show an improvement in post-secondary attainment for Aboriginal women between the ages of 25 and 54, rising from 41% in 2001 to 47% in 2006.⁹³

b. Violence against Aboriginal women

The Committee has extensive knowledge of the issues facing Aboriginal women with respect to violence and human trafficking, as these issues were highlighted in the Committee's 2010-2011 study on violence against Aboriginal women, which resulted in an interim report, *Call Into the Night: An Overview of Violence Against Aboriginal Women*,⁹⁴

87 Ban Al-Sahab et al., "Prevalence and Characteristics of Teen Motherhood in Canada," *Maternal and Child Health Journal*, Vol. 16, 2012, p. 232.

88 Marlene Brant Castellano, "Reflections on Identity and Empowerment: Recurring Themes in the Discourse on and with Aboriginal Youth," *Horizons*, Vol. 10, No. 1, Policy Research Initiative, 2008, p. 7, http://www.horizons.gc.ca/doclib/Horizons_Vol10Num1_final_e.pdf.

89 O'Donnell and Wallace (2011), p. 20.

90 *Ibid.*, p. 22.

91 *Ibid.*, p. 35.

92 *Ibid.*, p. 37.

93 *Ibid.*, p. 39.

94 House of Commons, Standing Committee on the Status of Women, *Call Into the Night: An Overview of Violence Against Aboriginal Women*, 3rd Session, 40th Parliament, March 2011. <http://www.parl.gc.ca/HousePublications/Publication.aspx?DocId=5056509&Language=E&Mode=1&Parl=40&Ses=3>.

and a final report *Ending Violence Against Aboriginal Women and Girls: Empowerment — A New Beginning*.⁹⁵

c. Gender-based analysis in economic development

In 2007, the Native Women's Association of Canada (NWAC) recommended the following to improve the economic opportunities for Aboriginal women:

Ensure economic opportunities strategies consider all the socioeconomic conditions that are required to create the right environment for Aboriginal women to participate in the economy. For example, child care, adequate housing, strategies to combat gendered racism and ensuring that the right and fundamental freedom to live free from violence are all factors to be considered. Existing inequities facing Aboriginal women must be removed in all sectors.⁹⁶

In the hearings for this study, the Committee learned that an analysis of the federal framework for aboriginal development by the NWAC found that economic opportunities emerged primarily in sectors where men benefit, and that workshops with federal departments and agencies discussed how federal investments could increase Aboriginal women's economic participation.⁹⁷ Claudette Dumont-Smith, Executive Director, NWAC, called on the federal government to:

...conduct a cultural and gender-based analysis of [Aboriginal] community assets and developmental funding at the federal level to evaluate access and outcomes of funding; implement equitable and/or increase funding opportunities for [A]boriginal women in programs like the aboriginal business development program and aboriginal procurement strategy; and measure gender equity in a consistent manner and analyze data disaggregated by age and gender using a gender analysis method.⁹⁸

Recommendation: The Committee recommends that Status of Women Canada continue to work with appropriate federal departments and agencies with respect to encouraging the gender-based analysis of economic development programs, particularly those targeted to Aboriginal peoples and communities.

95 House of Commons, Standing Committee on the Status of Women, 1st Session, 41st Parliament, December 2011, *Ending Violence Against Aboriginal Women and Girls: Empowerment — A New Beginning*. <http://www.parl.gc.ca/HousePublications/Publication.aspx?DocId=5322860&Language=E&Mode=1&Parl=41&Ses=1>.

96 NWAC, "Culturally Relevant Gender Based Analysis: An Issue Paper," Prepared for the National Aboriginal Women's Summit, June 2007, p. 10. <http://www.laa.gov.nl.ca/laa/naws/pdf/nwac-gba.pdf>.

97 Claudette Dumont-Smith, Executive Director, Native Women's Association of Canada, *Evidence*, May 2, 2012, 1535.

98 *Ibid.*, 1540.

d. Child welfare

The Committee heard of the significant overrepresentation of Aboriginal children in the foster care system.⁹⁹ According to the 2008 Canadian Incidence Study of Reported Child Abuse and Neglect, the incidence rate of substantiated child maltreatment investigations was four times higher in Aboriginal child investigations than in non-Aboriginal child investigations.¹⁰⁰ Reports indicate that there are more First Nations children in the care of the child welfare system now than at the height of the residential school system.¹⁰¹

Abuse and neglect and involvement in the child welfare system can have a direct impact on a child's education and future economic success. Reports indicate a link between a child's home environment and his/her academic performance and educational success.¹⁰² According to a study by the Ontario Association of Children's Aid Societies, children in foster care in Ontario have a graduation rate from high school of 44%, compared to 81% for their peers.¹⁰³

Another report lists the serious consequences for children coming from neglectful or abusive homes:¹⁰⁴

- developing problems such as multiple personality disorder or post-traumatic stress disorder;
- experiencing developmental delays, neurological impairment, cognitive and intellectual deficits, and language deficits;
- experiencing poor academic achievement, reduced initiative and motivation, poor school performance; and
- experiencing a decreased likelihood of graduating from high school.

99 Cindy Blackstock, Executive Director, First Nations Child and Family Caring Society of Canada, *Evidence*, May 2, 2012, 1545; Mary Ellen Turpel-Lafond, Representative, British Columbia, Representative for Children and Youth, *Evidence*, May 28, 2012, 1555.

100 PHAC, Canadian Incidence Study of Reported Child Abuse and Neglect 2008, 2008, <http://www.phac-aspc.gc.ca/cm-vee/csca-ecve/2008/fs-am/index-eng.php>.

101 CBC, First Nations children still taken from parents, August 2, 2011, <http://www.cbc.ca/news/politics/story/2011/08/02/pol-first-nations-kids.html>.

102 Statistics Canada, "Study: Readiness to learn at school among five-year-old children," *The Daily*, November 27, 2006, <http://www.statcan.gc.ca/daily-quotidien/061127/dq061127b-eng.htm#cont>.

103 Ontario Association of Children's Aid Societies, *Children's Well-Being: The Ontarian Perspective — Child Welfare Report 2011*, 2011, p. 8, <http://www.oacasgroups.org/uploads/cwr/11childwelfarereporteng.pdf>.

104 Audra Bowlus et al., *The Economic Costs and Consequences of Child Abuse in Canada*, Report to the Law Commission of Canada, March 2003, http://publications.gc.ca/collections/collection_2007/lcc-cdc/JL2-39-2003E.pdf.

e. Criminal justice

In addition, Aboriginal peoples remain overrepresented in correctional facilities, and this is the case for Aboriginal female youth: a Statistics Canada report indicates that in 2008/2009, “among the nine reporting provinces and territories, Aboriginal females [who are youth] accounted for 44% of admissions to open or secure custody, 34% of admissions to remand, and 31% of admissions or intakes to probation”.¹⁰⁵

Further, this study reported there is a significant link between youth in custody and limited economic prospects. When young women enter custody, they are less likely to have a high school diploma and more likely to be unemployed than women in the general Canadian population.¹⁰⁶

A University of Waterloo study on women leaving prisons and re-entering communities stated that employment is key to reintegration. It highlighted the marginalization and stigma that women feel when they leave prison, and the impact this can have on their confidence and motivation. The study also states that many women exiting prison did not have employment opportunities, and instead described “their impending need to find a job.” It stated that for the women, “the availability of employment that will afford them a living wage [would be] integral to preventing a return to substance abuse or other forms of criminal behaviour.”¹⁰⁷

Witnesses highlighted many of these issues: Aboriginal girls face low high school completion rates, much higher teen pregnancy and birth rates,¹⁰⁸ higher rates of involvement in the criminal justice system,¹⁰⁹ and higher poverty rates than their non-Aboriginal counterparts, each of which has negative impacts on their economic future. Specific recommendations related to these issues included a greater emphasis in Aboriginal communities on anti-violence campaigns,¹¹⁰ and greater access to all health services for Aboriginal girls on-reserve.¹¹¹

f. Relocation for education

In addition, witnesses indicated that even those Aboriginal students who do graduate from high school may not be equipped for post-secondary education. Paige Isaac, Coordinator, First People’s House at McGill University, explained to the

105 Hotton Mahony (2011), p. 37.

106 Ibid., p. 33.

107 Alison Pedlar et al., *Uncertain Futures: Women Leaving Prison and Re-entering Community*, University of Waterloo, 2008, <http://www.ahs.uwaterloo.ca/uncertainfutures/uncertainfutures2008.pdf>.

108 Angelina Weenie, Department Head, Professional Programs, First Nations University of Canada, *Evidence*, April 30, 2012, 1650.

109 Jocelyne Wasacase-Merasty, Regional Manager, Prairie Region, National Centre for First Nations Governance, *Evidence*, April 4, 2012, 1620.

110 Ashley Julian, Member, Youth Council, Assembly of First Nations, *Evidence*, May 30, 2012, 1645.

111 Andrée Côté, Women’s and Human Rights Officer, National Programs Section, Public Service Alliance of Canada, *Evidence*, May 16, 2012, 1545.

Committee that transition programs offered by some universities for Aboriginal students may not help, “because some K-12 students are not being qualified to go into a university.”¹¹² In response, witnesses called for improved education opportunities for Aboriginal girls on-reserve. Elyse Allan told the Committee: “...Remote communities are on the front line of resource development, but frequently the people living in remote communities cannot participate in this development for want of skills, training and basic infrastructure.”¹¹³ Andrée Côté, Women’s and Human Rights Officer, National Programs Section, Public Service Alliance of Canada echoed the importance of improving on-reserve school outcomes.¹¹⁴

In particular, Paige Isaac recommended “a mandated improved [A]boriginal curriculum in K to 12.”¹¹⁵

Ms. Allan went on to support recommendations that called for federal funding for on-reserve schools to equal that provided to off-reserve schools.¹¹⁶

Angelina Weenie, Department Head, Professional Programs, First Nations University of Canada also flagged the funding differentials between on-reserve and off-reserve schools.¹¹⁷

Ms. Isaac also highlighted the need for adequate funding for existing supports for Aboriginal students away from home, and recommended additional support to permit culturally appropriate counselling,¹¹⁸ and identified as a priority “supporting pipeline projects... connecting with [A]boriginal people while they’re young and keeping that connection as they follow their path to getting their job.”¹¹⁹

Claudette Dumont-Smith highlighted the important role played by Friendship Centres in urban centres, and recommended an increase in funding to support their work.¹²⁰

112 Paige Isaac, Coordinator, First Peoples’ House, *Evidence*, April 4, 2012, 1630.

113 Elyse Allan, President and Chief Executive Officer, GE Canada, *Evidence*, May 30, 2012, 1545.

114 Andrée Côté, Women’s and Human Rights Officer, National Programs Section, Public Service Alliance of Canada, *Evidence*, May 16, 2012, 1545.

115 Paige Isaac, Coordinator, First People’s House, *Evidence*, April 4, 2012, 1630.

116 Elyse Allan, President and Chief Executive Officer, GE Canada, *Evidence*, May 30, 2012, 1545.

117 Angelina Weenie, Department Head, Professional Programs, First Nations University of Canada, *Evidence*, April 30, 2012, 1700; Elyse Allan, President and Chief Executive Officer, GE Canada, *Evidence*, May 30, 2012, 1545; Cindy Blackstock, Executive Director, First Nations Child and Family Caring Society of Canada, *Evidence*, May 2, 2012, 1555.

118 Paige Isaac, Coordinator, First People’s House, *Evidence*, April 4, 2012, 1630.

119 *Ibid.*, 1645,

120 Claudette Dumont-Smith, Executive Director, Native Women’s Association of Canada, *Evidence*, May 2, 2012, 1625.

The Committee recognizes that many of these suggestions are not within the mandate of Status of Women Canada.

Recommendation: The Committee recommends that Status of Women Canada continue to encourage the development of the capacity of Aboriginal girls, and consider a specific focus in its funding program on improving their access to existing education and training programs.

In addition, the Committee heard that Aboriginal girls and young women often face other challenges related to inadequate or inappropriate housing.¹²¹

The Committee also heard evidence of positive recent developments. In addition to the Minister for Status of Women reporting on the priority being placed on Aboriginal girls and women,¹²² other witnesses reported on higher earnings for Aboriginal women with a Bachelor of Arts degree than their non-Aboriginal counterparts.¹²³

More testimony and suggestions with respect to Aboriginal women's leadership is addressed in greater detail later in this report.

4. Newcomers to Canada

According to Statistics Canada, in 2005, 20% of immigrant girls and women in an economic family lived below Statistics Canada's low income cut-off before tax, compared with 10% of Canadian-born girls and women.¹²⁴ Among the female immigrant population, girls under the age of 15 had the highest incidence of low income, at 40%, which is likely due to "the difficult labour market conditions experienced by their parents."¹²⁵

According to a Girls Action Foundation publication, immigrant girls face unique challenges in the areas of:

- self-development and identity formation "as it relates to the self, peer groups, family, new and previous communities, and national belonging";
- language and culture, particularly "the impacts of leaving previously known languages and cultures for those that are new or unknown, language barriers, navigating gender roles, issues of integration, xenophobia,

121 Angelina Weenie, Department Head, Professional Programs, First Nations University of Canada of Canada, *Evidence*, April 30, 2012, 1645; Cindy Blackstock, Executive Director, First Nations Child and Family Caring Society of Canada, *Evidence*, May 2, 2012, 1545; Claudette Dumont-Smith, Executive Director, NWAC, *Evidence*, May 2, 2012, 1625.

122 The Honourable Rona Ambrose, Minister for Status of Women, *Evidence*, March 14, 2012, 1540.

123 Paulette Senior, Chief Executive Officer, YWCA Canada, *Evidence*, March 12, 2012, 1540.

124 Tina Chui, *Women in Canada: A gender-based statistical report — Immigrant Women*, Statistics Canada, July 2011, p. 31, <http://www.statcan.gc.ca/pub/89-503-x/2010001/article/11528-eng.pdf>.

125 Ibid.

isolation, ghettoization, new media and popular culture, values and traditions”;

- education and employment, above all “lack of adequate and sustainable educational and employment services, and xenophobia and racism within schools, hiring practices and stereotypes”; and
- violence they experience at different levels, and exacerbated by “marginalization, isolation, fear of deportation, language barriers, access to services, acculturation, immigration and refugee policies and regulations.”¹²⁶

The Committee heard testimony focused on girls in immigrant and refugee families in Canada, and the particular cultural, linguistic, and educational challenges they face in seeking to prepare for and participate in Canada’s economy,¹²⁷ including not being aware of their rights within Canada.¹²⁸ The Committee heard that meeting a family’s basic needs, including affordable housing, is prerequisite to integrating newcomer women into the Canadian economy.¹²⁹

More specifically, Bertha Mo, Manager, Counselling Program, Ottawa Community Immigrant Services Organization recommended that government “fund more research on actually how the educational system is working with newcomers”¹³⁰ support “ integration support for entire families... [and] vocational and career counselling for girls.”¹³¹

126 Girls Action Foundation, *Immigrant Girls Research Review: A Compilation of Research on Immigrant Girls’ and Young Women’s Issues*, October 2010, p. 13-15, http://girlsactionfoundation.ca/files/Immigrant_Girls_RR_Web.pdf.

127 Bertha Mo, Manager, Counselling Program, Ottawa Community Immigrant Services Organization, *Evidence*, May 30, 2012, 1645; Marilyn Ouellet, Responsible for Equal Access Services, Action travail des femmes, *Evidence*, May 14, 2012, 1540; Siham Chakrouni, Provincial Coordinator, Community Services, Ontario Movement for Francophone Immigrant Women, *Evidence*, May 14, 2012, 1540; Coline Camier, Assistant Coordinator, Action travail des femmes, *Evidence*, May 14, 2012, 1555.

128 Siham Chakrouni, Provincial Coordinator, Community Services, Ontario Movement for Francophone Immigrant Women, *Evidence*, May 14, 2012, 1610.

129 Regine Cirondeye, Board Member, Ontario Movement for Francophone Immigrant Women, *Evidence*, May 14, 2012, 1600.

130 Bertha Mo, Manager, Counselling Program, Ottawa Community Immigrant Services Organization, *Evidence*, May 30, 2012, 1705.

131 Bertha Mo, Ottawa Community Immigration Services Organization, *Speaking notes*, May 30, 2012, p. 4.

Status of Women Canada officials reported on supports they were providing that targeted immigrant youth,¹³² including initiatives involving school boards or other existing providers of services in newcomer communities.¹³³

Recommendation: The Committee recommends that Status of Women Canada support community organizations working with girls in newcomer families to assess how they can best be integrated into the social and economic activities of Canada, to share promising practices, and to encourage replication of successful projects.

5. Girls and Women with Disabilities

According to Statistics Canada, in 2006, 46% of women with a disability were employed, compared to 65% of women not reporting a disability.¹³⁴ A 2009 article explains the importance of labour force participation for people with disabilities:

Persons with disabilities face different barriers to participation in the labour force, even though maintaining an attachment is often crucial for them. Doing so enables them to meet everyday needs and build self esteem, and gives a sense of belonging to the community.¹³⁵

The Committee learned that girls and women with disabilities are more likely to be victims of violence, less likely to graduate from secondary school, and face higher rates of unemployment regardless of their qualifications.¹³⁶ While the gap in employment rates between disabled and non-disabled people holding graduate degrees has narrowed, cited as good news, it remains at six percentage points.¹³⁷

With respect to girls and women with disabilities, the Committee heard of the importance of statistical evidence, seen by witnesses to be less available.¹³⁸

Bonnie Brayton, National Executive Director, DisAbled Women's Network of Canada (DAWN) recommended enhancing income support programs for people with disabilities making them more flexible and transferable, and making post-secondary

132 Victoria Martino, Senior Program and Policy Analyst, Program Analysis and Development Section, Women's Program and Regional Operations Directorate, Status of Women Canada, *Evidence*, February 29, 2012, 1545.

133 Linda Savoie, Director General, Women's Program and Regional Operations Directorate, Status of Women Canada, *Evidence*, February 29, 2012, 1650.

134 Diane Galarnau and Marian Radulescu, *Employment among the disabled*, Perspectives: Statistics Canada, May 2009, <http://www.statcan.gc.ca/pub/75-001-x/2009105/pdf/10865-eng.pdf>, p. 5.

135 Ibid.

136 Barbara Byers, Executive Vice-President, Canadian Labour Congress, *Evidence*, March 12, 2012, 1655; Bonnie Brayton, National Executive Director, DAWN, *Evidence*, April 4, 2012, 1530.

137 Bonnie Brayton, National Executive Director, DAWN, *Evidence*, April 4, 2012, 1530; Nancy Southern, President and Chief Executive Officer, ATCO Group, *Evidence*, May 30, 2012, 1530.

138 Bonnie Brayton, National Executive Director, DAWN, *Evidence*, April 4, 2012, 1530.

institutions, including housing, more accessible.¹³⁹ More generally, she told the Committee that the federal government should act to ensure that “public policies, programs and funding reflect a commitment to future generations of girls and young women with disabilities in order that they too can look forward to the same opportunities as their non-disabled counterparts.”¹⁴⁰

Recommendation: The Committee recommends that Status of Women Canada work with Treasury Board to ensure that gender-based analysis take into account the particular needs of girls and young women with disabilities.

6. Poverty

According to a recent report by Campaign 2000, the rate of child and family poverty in Canada was at 9.5% in 2009 (according to Statistics Canada’s low income cut-off lines after-tax¹⁴¹), down from 11.9% in 1989.¹⁴² Therefore, in 2009, around 639,000 Canadian children lived in poverty, which is around 1 in 10.¹⁴³

Some children and families are at greater risk of living in poverty; this includes children of single mothers, children of immigrant families, children of Aboriginal families, and families where a child has a disability.¹⁴⁴ Statistics below highlight the situation:

- more than half (52.1%) of single mothers with children under six years old live in poverty;¹⁴⁵
- in First Nations communities, one in four children is growing up in poverty;¹⁴⁶ and

139 Bonnie Brayton, National Executive Director, DAWN, *Brief*, May 31, 2012, p. 6.

140 *Ibid.*, p. 4.

141 Canada does not have an official “poverty line.” However, Statistics Canada produces several measures of low income, such as the low income cut-offs (LICO). The first LICO is on before-tax income, which may be considered a good measure of the adequacy of income flowing into the family. The second LICO is on after-tax income, which can be a good indicator of the adequacy of disposable income. The 2009 LICO after-tax for 1 parent with 1 child in a large urban centre is \$22,420.

142 Campaign 2000, *Revisiting Family Security in Insecure Times: 2011 Report Card on Child and Family Poverty in Canada*, 2011, p. 2, <http://www.campaign2000.ca/reportCards/national/2011EnglishRreportCard.pdf>.

143 *Ibid.*

144 *Ibid.*, p. 7.

145 Vanier Institute of the Family, *Families Count: Profiling Canada’s Families IV*, October 4, 2010, p. 171, http://beta.images.theglobeandmail.com/archive/00921/Families_Count_repo_921742a.pdf.

146 Campaign 2000, 2011, p. 2.

- having a child with a disability affects parents' employment status: 38.4% of parents reported working fewer hours to care for their child and about one in four parents had not accepted employment.¹⁴⁷

According to a Statistics Canada report, there is a link between a child's home environment and the child's academic performance that influences their future economic success.¹⁴⁸ The study notes "the fact that the lower income children were less likely to experience the home environment factor may help to explain the difference in readiness to learn between the income levels."¹⁴⁹

The Canadian Teachers' Federation states that many low-income children:

...experience reduced motivation to learn, delayed cognitive development, lower achievement, less participation in extra-curricular activities, lower career aspirations, interrupted school attendance, lower university attendance, an increased risk of illiteracy, and higher drop-out rates.¹⁵⁰

Another report documents the poverty-related factors that impact child development in general and school readiness in particular:

...the incidence of poverty, the depth of poverty, the duration of poverty, the timing of poverty (e.g., age of child), community characteristics (e.g., concentration of poverty and crime in neighborhood, and school characteristics) and the impact poverty has on the child's social network (parents, relatives and neighbors).¹⁵¹

Evidence indicates that poverty also impacts the educational outcomes of Canadian youth, which hurts their economic success. Having a low-income correlates to fewer opportunities to access a post-secondary education:¹⁵² research from 2006 indicated that 58.5% of 18- to 24-year-olds with a family income (before tax) of \$25,000 or less were enrolled in a post-secondary institution, compared to 81% of 18- to 24-year-olds with a family income of more than \$100,000.¹⁵³

147 Ibid., p. 7.

148 Statistics Canada, "Study: Readiness to learn at school among five-year-old children," *The Daily*, November 27, 2006, <http://www.statcan.gc.ca/daily-quotidien/061127/dq061127b-eng.htm#cont>.

149 Ibid.

150 Canadian Teachers' Federation, *Supporting Education... Building Canada: Child Poverty and Schools*, 2009, http://www.ctf-fce.ca/publications/Briefs/FINAL_Hilldayleavebehind_eng.pdf.

151 H.B. Ferguson, S. Bovaird et M.P. Mueller, "The impact of poverty on educational outcomes for children," *Paediatrics and Child Health*, Vol. 12, No. 8, October 2007, pp. 701-706, <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2528798/>.

152 Campaign 2000, 2011, p. 12.

153 Canadian Association of University Teachers, *CAUT Almanac of Post-Secondary Education in Canada 2011-2012*, p. 29, http://www.caut.ca/uploads/2011_CAUT_Almanac_en.PDF.

As well, strong links have been found between low income, and resulting inadequacy of basic necessities such as housing and nutritious food, and the involvement of child welfare authorities in families.¹⁵⁴

As the Committee heard, poverty of both girls in low-income families and among young women themselves is a significant obstacle to economic participation, as it makes education, housing, transportation, and other goods and services needed to be in the labour market more difficult to obtain.

The intersection of poverty with other barriers was highlighted by the Minister for the Status of Women, the Honourable Rona Ambrose, when she described the increased probability of low-income women experiencing violence because of their reduced options.¹⁵⁵ Other intersections were identified, linking poverty to disability,¹⁵⁶ lack of self-esteem,¹⁵⁷ Aboriginal status,¹⁵⁸ involvement in the child welfare system,¹⁵⁹ and immigrant and refugee status.¹⁶⁰

Single mothers in particular are over-represented among low-income Canadians,¹⁶¹ which has an impact on not only their opportunities, but also the opportunities available to their children, including their daughters. Recommendations focused on the reduction of poverty for these families, and all low-income families,¹⁶² some specifically proposing an increased child benefit.¹⁶³

154 Jennifer Clarke, "The challenges of child welfare involvement for Afro-Caribbean families in Toronto," *Children and Youth Services Review*, 2011, p. 276.

155 The Honourable Rona Ambrose, Minister for Status of Women, *Evidence*, March 14, 2012, 1600.

156 Bonnie Brayton, National Executive Director, DAWN, *Evidence*, April 4, 2012, 1630.

157 Peggy Taillon, President and Chief Executive Officer, Canadian Council on Social Development, *Evidence*, April 4, 2012, 1555.

158 Jocelyne Wasacase-Merasty, Regional Manager, Prairie Region, National Centre for First Nations Governance, *Evidence*, April 4, 2012, 1620.

159 Cindy Blackstock, Executive Director, First Nations Child and Family Caring Society of Canada, *Evidence*, May 2, 2012, 1605; Mary Ellen Turpel-Lafond, Representative, British Columbia, Representative for Children and Youth, *Evidence*, May 28, 2012, 1555.

160 Bertha Mo, Manager, Counselling Program, Ottawa Community Immigrant Services Organization, *Evidence*, May 30, 2012, 1625.

161 Paulette Senior, Chief Executive Officer, YWCA Canada, *Evidence*, March 12, 2012, 1540; Laurel Rothman, National Coordinator, Campaign 2000, *Evidence*, April 25, 2012, 1700.

162 Mary Ellen Turpel-Lafond, Representative for Children and Youth, British Columbia, *Evidence*, May 28, 2012, 1625.

163 Laurel Rothman, National Coordinator, Campaign 2000, *Evidence*, April 25, 2012, 1705; Nancy Southern, President and Chief Executive Officer, ATCO Group, *Evidence*, May 30, 2012, 1535.

B. Life Skills and Financial Literacy

Witnesses and briefs identified gaps in the skills girls get that have an impact on their economic participation.¹⁶⁴ As described by Leanne Nicolle, “life skills are what keep girls out of the cycle of poverty, and help them reach their full potential.”¹⁶⁵

A general recommendation focused on the need to support life skills programming, and that such programs be adapted and targeted to Aboriginal and other marginalized groups.¹⁶⁶

Several witnesses identified financial literacy as an important building block for economic participation, and moving beyond it to prosperity and leadership.¹⁶⁷ As Ms. Nicolle told the Committee, “Economic security relies on knowing how to manage your money.”¹⁶⁸

Tracy Redies told the Committee:

Today we should be educating both women and men to be financially literate at younger ages and to understand the opportunities and pitfalls of finance. They should understand the benefits of saving early, budgeting, and the appropriate use of credit. While financial institutions and other worthy organizations, such as Junior Achievement, have provided some support, given Canadian debt loads and our generally inadequate preparation for retirement, my sense is we're not consistently teaching financial literacy at an early enough age.¹⁶⁹

Ms. Redies emphasized the particular importance of financial literacy skills for girls: “As women still tend to be secondary income earners in general, it is crucial that we teach them how to be financially literate and financially independent from an early age.”¹⁷⁰ Saman Ahsan also recommended “providing gender-specific financial literacy education for girls and women.”¹⁷¹

164 Saman Ahsan, Executive Director, Girls Action Foundation, *Evidence*, March 12, 2012, 1535.

165 Leanne Nicolle, Director, Community Engagement, Plan International Canada Inc., *Evidence*, March 26, 2012, 1530.

166 *Ibid.*, 1530 and 1540.

167 Geneviève Latour, Programming Manager, Fédération de la jeunesse franco-ontarienne, *Evidence*, April 2, 2012, 1715; Peggy Taillon, President and Chief Executive Officer, Canadian Council on Social Development, *Evidence*, April 4, 2012, 1555.

168 Leanne Nicolle, Director, Community Engagement, Plan International Canada Inc., *Evidence*, March 26, 2012, 1615.

169 Tracy Redies, President and Chief Executive Officer, Coast Capital Savings Credit Union, *Evidence*, April 2, 2012, 1535. This testimony was explicitly endorsed by Carol Stephenson, Dean, Richard Ivey School of Business, University of Western Ontario, *Evidence*, April 25, 2012, 1655

170 Tracy Redies, President and Chief Executive Officer, Coast Capital Savings Credit Union, *Evidence*, April 2, 2012, 1535

171 Saman Ahsan, Executive Director, Girls Action Foundation, *Evidence*, March 12, 2012, 1540.

Even more specifically, Jocelyne Wasacase-Merasty, Regional Manager, Prairie Region, National Centre for First Nations Governance recommended that economic independence among Aboriginal people could be encouraged by “building the financial literacy among [community people], really promoting that strong administrative practitioner approach, building their capacity, and building those opportunities.”¹⁷²

Jocelyne Michelle Coulibaly told the Committee that in all of the federation’s consultations, “Franco-Ontarian youth have reiterated the need for training about financial literacy in French.”¹⁷³

Recommendation: The Committee recommends that Status of Women Canada support initiatives with a particular focus on the development of financial literacy, including projects that target Aboriginal girls and girls in other marginalized groups including minority language groups.

C. Transition from School to Work

Women under 25 fare better in employment than young men with the same levels of education. For example, in 2009, 77.2% of women aged 15 to 24 with a non-university post-secondary certificate or diploma were employed, compared to 73.0% of young men.¹⁷⁴ Despite these advances by young women in the labour market, some challenges persist:

- young women remain more likely to work part time, with 54.8% of women aged 15 to 24 employed part time in 2009, compared with 38.7% of young men;¹⁷⁵
- young women are more likely than any other group to have temporary employment, defined as “working at a job that has a predetermined end date”;¹⁷⁶ and
- young women have the highest incidence of multiple job holdings, with 8.0% of women aged 15 to 24 holding multiple jobs, compared to 5.1% of young men.¹⁷⁷

172 Jocelyne Wasacase-Merasty, Regional Manager, Prairie Region, National Centre for First Nations Governance, *Evidence*, April 4, 2012, 1640.

173 Jocelyne Michelle Coulibaly, Representative for the Ottawa Region, Board of Representatives, Fédération de la jeunesse franco-ontarienne, *Evidence*, April 2, 2012, 1645.

174 Canadian Association of University Teachers, *CAUT Almanac of Post-Secondary Education in Canada, 2011–2012*, p. 29, http://www.caut.ca/uploads/2011_CAUT_Almanac_en.PDF.

175 *Ibid.*, p. 13.

176 *Ibid.*, p. 17.

177 *Ibid.*, p. 18.

Witnesses identified the challenge facing many girls as they make the transition from school (at whatever level) to the labour market. Again, these challenges often coincided with other disadvantages, such as involvement with the child welfare system,¹⁷⁸ Aboriginal status,¹⁷⁹ poverty, and immigrant status.¹⁸⁰ After describing her own situation post-graduation, Farrah Todosichuk, Representative, YWCA Canada, told the Committee: “Young women need help to build their skills, to broaden their resumés and to get the experience they need in order to make the transition from school to employment more successful.”¹⁸¹ Barbara Byers identified the need for transitional supports, especially for women entering careers in trades and technology, suggesting that government could be of assistance by

... supporting youth apprenticeship and school-to-work transition programs; funding employability training programs and bridging programs, which encourage women to retrain for work in trades and technology; and by supporting women's needs while they're in training or apprenticeship.¹⁸²

Similarly, Laurel Rothman, National Coordinator, Campaign 2000 called on government to “support some kind of career entry... or first job opportunity;”¹⁸³ while the YWCA recommended that government “increase support for youth to bridge to a first career position.”¹⁸⁴

Two witnesses specifically recommended internships to ease this transition. Tracy Redies told the Committee: “We can do more to help support young women through earlier, creative internships and business experiences that help build self-confidence and skills.”¹⁸⁵ Paige Isaac highlighted the value of internships for Aboriginal youth making the transition: “Creating interesting internships and really trying to integrate [A]boriginal people into the marketplace would be interesting. I've heard from a few students that internships really helped to empower them.”¹⁸⁶

178 Mary Ellen Turpel-Lafond, Representative, British Columbia, Representative for Children and Youth, *Evidence*, May 28, 2012, 1555.

179 Ashley Julian, Member, Youth Council, Assembly of First Nations, *Evidence*, May 30, 2012, 1645; Paige Isaac, Coordinator, First Peoples' House, *Evidence*, April 4, 2012, 1630.

180 Bertha Mo, Manager, Counselling Program, Ottawa Community Immigrant Services Organization, *Evidence*, May 30, 2012, 1620.

181 Farrah Todosichuk, Representative, YWCA Canada, *Evidence*, March 12, 2012, 1545.

182 Barbara Byers, Executive Vice-President, Canadian Labour Congress, *Evidence*, March 12, 2012, 1655.

183 Laurel Rothman, National Coordinator, Campaign 2000, *Evidence*, April 25, 2012, 1525.

184 YWCA Canada, “From Girls to Women: Programs and Policies to Enhance Economic Prosperity,” *Brief*, May 23, 2012, p. 6.

185 Tracy Redies, President and Chief Executive Officer, Coast Capital Savings Credit Union, *Evidence*, April 2, 2012, 1535.

186 Paige Isaac, Coordinator, First Peoples' House, *Evidence*, April 4, 2012, 1645.

Recommendation: The Committee recommends that Status of Women Canada work with private-sector partners to encourage the development of mentorships and other mechanisms by which girls can achieve economic prosperity.

PROSPERITY

The Committee's motion identified economic prosperity as one of the goals for girls and young women. A number of witnesses identified the areas where girls' economic prosperity could be advanced and enhanced.

A. Non-Traditional Employment

In December 2010, the Committee on the Status of Women completed a study on non-traditional work, and released a report entitled *Building the Pipeline: Increasing the Participation of Women in Non-Traditional Occupations*,¹⁸⁷ which indicated that there was significant under-representation of women in non-traditional jobs, including construction trades, engineers, and mining and exploration.¹⁸⁸

According to witness testimony cited in the 2010 report, the employment choices that women make are strongly influenced by factors that start at an early age, such as culture, family and school.¹⁸⁹ Some girls are socialized from an early age "to believe that some jobs are out of reach for them."¹⁹⁰ Witnesses highlighted many of the same influencing factors during this most recent study. Canadian girls are significantly less likely than their male counterparts to take vocational training and programs, and to eventually participate in the economic realm of non-traditional employment. According to one study, Canada placed second from the bottom in graduation rates for girls for vocational and pre-vocational programs, out of 32 member countries of the OECD.¹⁹¹

The Committee heard that girls' future economic prosperity could be improved by encouraging them to pursue careers in the realm of non-traditional employment, where the rate of employment is high and there are favourable salary and compensation situations.¹⁹² Witnesses indicated that non-traditional employment included careers in

187 House of Commons, Standing Committee on the Status of Women, *Building the Pipeline: Increasing the Participation of Women in Non-Traditional Occupations*, 3rd Session, 40th Parliament, December 2010, <http://www.parl.gc.ca/HousePublications/Publication.aspx?DocId=4819341&Language=E&Mode=1&Parl=40&Ses=3>.

188 Ibid., p. 6.

189 Wendy Cukier, *More Than Just Numbers, Revisited: An Integrated, Ecological Strategy to Promote and Retain Women in Technology*, The Diversity Institute for Management and Technology, Submission to the House of Commons Standing Committee on the Status of Women, 2010, p. 5.

190 House of Commons, Standing Committee on the Status of Women, *Building the Pipeline: Increasing the Participation of Women in Non-Traditional Occupations*, 3rd Session, 40th Parliament, December 2010, p. 1.

191 OECD, *Equally Prepared for Life? How 15-year-old Boys and Girls Perform in School*, 2009, p. 11.

192 Barbara Byers, Executive Vice-President, Canadian Labour Congress, *Evidence*, March 12, 2012, 1650; Margaret-Ann Armour, President of the Board, Canadian Centre for Women in Science, Engineering, Trades and Technology, *Evidence*, May 7, 2012, 1545.

trades, science, technology, engineering and mathematics.¹⁹³ Women in management and senior executive positions will be discussed in the upcoming section on leadership.

Several witnesses spoke of existing or anticipated labour shortages and the possibility of training women in order to fill those positions.¹⁹⁴ A witness, who is a CEO for a company in the field of global vehicle and mobile industrial equipment markets, stated that her company wants to increase its overall percentage of female employees, but is frustrated that there are not enough women receiving an education in this area for the company to hire.¹⁹⁵ Similarly, the Committee heard during their 2010 study that many vocational sectors are experiencing skilled labour shortages, which offers important employment opportunities to women.¹⁹⁶ Therefore, improved participation in the non-traditional employment sector is an important contributor to girls' economic participation.

A number of reasons were given as to why girls and young women tend not to pursue non-traditional careers; some of these include the stereotypes of such jobs, which colour girls' perception,¹⁹⁷ a male-dominated culture in the majority of these workplaces that may overlook the exclusion and harassment of women,¹⁹⁸ and the demanding workplace schedules, which make the jobs less family-friendly and flexible.¹⁹⁹

Witnesses in this study also cited the declining levels of confidence of girls in elementary school, particularly in the fields of study related to non-traditional employment;²⁰⁰ confidence levels will be elaborated upon in a following section. It was

193 Cara Coté, First Vice-President, Canadian Federation of Business and Professional Women's Clubs, *Evidence*, March 26, 2012, 1540; Linda Hasenfratz, Chief Executive Officer, Linamar Corporation, *Evidence*, May 14, 2012, 1645; Jennifer Flanagan, President and Chief Executive Officer, Actua, *Evidence*, May 28, 2012, 1605; Elyse Allan, President and Chief Executive Officer, GE Canada, *Evidence*, May 30, 2012, 1545; Margaret-Ann Armour, President of the Board, Canadian Centre for Women in Science, Engineering, Trades and Technology, *Evidence*, May 7, 2012, 1545.

194 Coline Camier, Assistant Coordinator, Action travail des femmes, *Evidence*, May 14, 2012, 1535; Elyse Allan, President and Chief Executive Officer, GE Canada, *Evidence*, May 30, 2012, 1540; Cara Coté, First Vice-President, Canadian Federation of Business and Professional Women's Clubs, *Evidence*, March 26, 2012, 1600.

195 Linda Hasenfratz, Chief Executive Officer, Linamar Corporation, *Evidence*, May 14, 2012, 1645.

196 House of Commons, Standing Committee on the Status of Women, *Building the Pipeline: Increasing the Participation of Women in Non-Traditional Occupations*, 3rd Session, 40th Parliament, December 2010, p. 8.

197 Carol Stephenson, Dean, Richard Ivey School of Business, University of Western Ontario, *Evidence*, April 25, 2012, 1710; Coline Camier, Assistant Coordinator, Action travail des femmes, *Evidence*, May 14, 2012, 1550.

198 Nancy Southern, President and Chief Executive Officer, ATCO Group, *Evidence*, May 30, 2012, 1550; Andrée Côté, Women's and Human Rights Officer, National Programs Section, Public Services Alliance of Canada, *Evidence*, May 16, 2012, 1635; Cara Coté, First Vice-President, Canadian Federation of Business and Professional Women's Clubs, *Evidence*, March 26, 2012, 1540; Margaret-Ann Armour, President of the Board, Canadian Centre for Women in Science, Engineering, Trades and Technology, *Evidence*, May 7, 2012, 1550.

199 Andrée Côté, Women's and Human Rights Officer, National Programs Section, Public Services Alliance of Canada, *Evidence*, May 16, 2012, 1630 and 1635.

200 Elyse Allan, President and Chief Executive Officer, GE Canada, *Evidence*, May 30, 2012, 1540.

noted that girls have diverse talents and skills, some of which could contribute to greater success in non-traditional fields, and that these girls should be guided in that direction.²⁰¹

Some witnesses indicated that there should be a shift in the gender dynamics of the labour force; with a greater respect of and economic compensation for work traditionally dominated by women,²⁰² and a move towards greater female participation in non-traditional jobs, so that they “become jobs for all.”²⁰³ Witnesses spoke of the benefits of diversifying the workforce in the non-traditional sector, indicating that productivity, problem-solving, and competitiveness are all improved by diverse teams that include women.²⁰⁴ It was also noted, by witnesses, that unions have actively encouraged the participation of women in non-traditional realms, such as skilled trades or construction.²⁰⁵

The Committee heard general recommendations to develop strategies and provide programs for girls with the aim of narrowing the gender gap in non-traditional employment.²⁰⁶ Witnesses also provided specific recommendations, for the development of awareness campaigns directed at girls,²⁰⁷ an investment in science, technology, engineering, and math outreach programming with the goal of developing science literacy among young girls,²⁰⁸ and the building of a national strategy targeting science education from K-12.²⁰⁹

Jennifer Flanagan, President and CEO of Actua, spoke of the need for investment in programming for girls in the non-traditional fields:

These types of programs are playing a significant role in building resiliency and economic independence among girls and young women. This will also result in a significant overall contribution to economic prosperity and a much needed boost to diversity and the job force.²¹⁰

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- 201 Anne-Marie Gammon, President, Femmes Équité Atlantique, *Evidence*, April 30, 2012, 1640.
- 202 Shellie Bird, Board of Directors, Child Care Advocacy Association of Canada, *Evidence*, May 14, 2012, 1655.
- 203 Andrée Côté, Women’s and Human Rights Officer, National Programs Section, Public Services Alliance of Canada, *Evidence*, May 16, 2012, 1605.
- 204 Coline Camier, Assistant Coordinator, Action travail des femmes, *Evidence*, May 14, 2012, 1535; Tracy Redies, President and Chief Executive Officer, Coast Capital Savings Credit Union, *Evidence*, April 2, 2012, 1615.
- 205 Barbara Byers, Executive Vice-President, Canadian Labour Congress, *Evidence*, March 12, 2012, 1715; Tricia Robertson, Executive Director, Techsploration, *Evidence*, May 7, 2012, 1535.
- 206 Jennifer Flanagan, President and Chief Executive Officer, Actua, *Evidence*, May 28, 2012, 1610; Public Service Alliance of Canada, *Presentation*, May 9, 2012, p. 5.
- 207 Marilyn Ouellet, Responsible for Equal Access Services, Action travail des femmes, *Evidence*, May 14, 2012, 1540; Linda Hasenfratz, Chief Executive Officer, Linamar Corporation, *Evidence*, May 14, 2012, 1650.
- 208 Jennifer Flanagan, President and Chief Executive Officer, Actua, *Evidence*, May 28, 2012, 1610.
- 209 Elyse Allan, President and Chief Executive Officer, GE Canada, *Evidence*, May 30, 2012, 1545.
- 210 Jennifer Flanagan, President and Chief Executive Officer, Actua, *Evidence*, May 28, 2012, 1610.

The idea of a national strategy was expanded upon by Elyse Allan:

As a country we can do more to encourage children, and especially girls, to study science and maths in the crucial K through 12 years. The provinces will have a lead role here. But the federal support for post-secondary education can also help out.²¹¹

In order to increase women's presence in the non-traditional realm, witnesses recommended paying special attention to the enrolment and graduation of young women in relevant programs,²¹² and specifically employing a collaborative approach with universities and colleges²¹³, as well as industry partners.²¹⁴

Linda Hasenfratz recommended collaboration with and among universities and colleges, with the goal of:

...being the best in the world in terms of the calibre and the number and the success rate of engineers and scientists that we are creating, with a very specific goal of increasing the percentage of women in those areas.²¹⁵

Witnesses also recommended that there be federal involvement in supporting and funding youth apprenticeships, school-to-work transition programs and other employability training programs.²¹⁶

Recommendation: To support and encourage the increased participation of girls in non-traditional employment, the Committee recommends that Status of Women Canada:

- **support the development of awareness campaigns about non-traditional careers directed at girls; and**
- **invest in science, technology, engineering, and math outreach programming with the goal of developing science literacy and engaging girls at a young age.**

Officials from Status of Women Canada informed the Committee that the Women's Program had issued a call for proposals, in February 2011, that included three themes related to economic prosperity through non-traditional employment: "One [theme] was to increase the recruitment of women in non-traditional employment. One was to increase their retention in non-traditional employment, because [it was] found at times that people

211 Elyse Allan, President and Chief Executive Officer, GE Canada, *Evidence*, May 30, 2012, 1545.

212 *Ibid.*, 1540.

213 Linda Hasenfratz, Chief Executive Officer, Linamar Corporation, *Evidence*, May 14, 2012, 1650.

214 Elyse Allan, President and Chief Executive Officer, GE Canada, *Evidence*, May 30, 2012, 1540.

215 Linda Hasenfratz, Chief Executive Officer, Linamar Corporation, *Evidence*, May 14, 2012, 1650.

216 Barbara Byers, Executive Vice-President, Canadian Labour Congress, *Evidence*, March 12, 2012, 1655; Cara Coté, First Vice-President, Canadian Federation of Business and Professional Women's Clubs, *Evidence*, March 26, 2012, 1540.

were successful in attracting women but not successful in retaining the women ... The third ... had to do with creating growth and financial opportunities for women business owners.²¹⁷

B. Role Models for Non-Traditional Employment

Witnesses indicated that historically, a lack of female role models in trades, technology, business and other non-traditional careers meant that girls could not imagine themselves pursuing their studies and a career in these fields, even if they were interested.²¹⁸ With more recent increases in the number of women in these professions, girls have become more likely to imagine themselves in these professions and to look to these women as role models.²¹⁹ Some female witnesses pointed to the important influence of role models in their own lives.²²⁰

The Committee heard that a majority of the programs aimed at getting girls interested in non-traditional employment use the role-model approach, and that witnesses find it effective.²²¹ It was explained that when female role models met with girls directly, they could answer questions about their work and inspire girls to continue their studies.²²²

Witnesses recommended that role modelling be widely promoted, particularly in the area of non-traditional employment, with the aim of inspiring young girls.²²³ One witness suggested financial support be given to mentorship programs designed to introduce “young girls to inspirational women scientists and engineers who can share their stories and dispel the still existing stereotypes.”²²⁴ Recommendations with respect to role models are contained in a later section focused on role-modelling and leadership.

217 Linda Savoie, Director General, Women’s Program and Regional Operations Directorate, Status of Women Canada, *Evidence*, 29 February 2012, 1555.

218 Jennifer Flanagan, President and Chief Executive Officer, Actua, *Evidence*, May 28, 2012, 1605; Tricia Robertson, Executive Director, Techsploration, *Evidence*, May 7, 2012, 1600; Cara Coté, First Vice-President, Canadian Federation of Business and Professional Women’s Clubs, *Evidence*, March 26, 2012, 1600; Margaret-Ann Armour, President of the Board, Canadian Centre for Women in Science, Engineering, Trades and Technology, *Evidence*, May 7, 2012, 1545.

219 Cara Coté, First Vice-President, Canadian Federation of Business and Professional Women’s Clubs, *Evidence*, March 26, 2012, 1600; Peggy Taillon, President and Chief Executive Officer, Canadian Council on Social Development, *Evidence*, April 4, 2012, 1555.

220 Laurel Rothman, National Coordinator, Campaign 2000, *Evidence*, 25 April 2012, 1700; Carol Stephenson, Dean, Richard Ivey School of Business, University of Western Ontario, *Evidence*, April 25, 2012, 1650.

221 Tricia Robertson, Executive Director, Techsploration, *Evidence*, May 7, 2012, 1535; Jennifer Flanagan, President and Chief Executive Officer, Actua, *Evidence*, May 28, 2012, 1615; Linda Hasenfratz, Chief Executive Officer, Linamar Corporation, *Evidence*, May 14, 2012, 1640.

222 Elyse Allan, President and Chief Executive Officer, GE Canada, *Evidence*, May 30, 2012, 1545; Linda Hasenfratz, Chief Executive Officer, Linamar Corporation, *Evidence*, May 14, 2012, 1700.

223 Tricia Robertson, Executive Director, Techsploration, *Evidence*, May 7, 2012, 1540; Margaret-Ann Armour, President of the Board, Canadian Centre for Women in Science, Engineering, Trades and Technology, *Evidence*, May 7, 2012, 1555.

224 Jennifer Flanagan, President and Chief Executive Officer, Actua, *Evidence*, May 28, 2012, 1610.

Another witness recommended that the federal government provide opportunities and support for their own employees, such as government engineers, to attend school events and participate in programs.²²⁵

C. Entrepreneurship

Girls' economic prosperity can be promoted by encouraging entrepreneurship, and the economic independence that comes with running your own business.²²⁶ It was noted that more women are starting their own small or medium-sized businesses.²²⁷

Witnesses recommended approaches to assisting women in the realm of sustainable business: that support be provided for developing social enterprises,²²⁸ and that the federal government develop micro-financing and business development solutions for women and their communities.²²⁹ As well, one witness recommended the implementation of "enterprise development, supply chain, and marketing practices that empower women."²³⁰

D. Pay Gap and Compensation

According to Statistics Canada, women's average total income is lower than men's, although the wage gap varies depending on a several of factors, such as province of residence²³¹ and educational attainment.²³² In every age group, women's average total income was lower than men's, but the gap was smallest for young women between 16 and 19, who had incomes of about 90% of the income of young men. For women aged 20 to 24, their incomes were about 75% of the incomes of young men.²³³

225 Tricia Robertson, Executive Director, Techsploration, *Evidence*, May 7, 2012, 1600.

226 Jocelyne Wasacase-Merasty, Regional Manager, Prairie Region, National Centre for First Nations Governance, *Evidence*, April 4, 2012, 1640.

227 Anne-Marie Gammon, President, Femmes Équité Atlantique, *Evidence*, April 30, 2012, 1640.

228 Bonnie Brayton, National Executive Director, DAWN, *Evidence*, April 4, 2012, 1535.

229 Claudette Dumont-Smith, Executive Director, NWAC, *Evidence*, May 2, 2012, 1540.

230 Cara Coté, First Vice-President, Canadian Federation of Business and Professional Women's Clubs, *Evidence*, March 26, 2012, 1540.

231 Cara Williams, "Economic Well-being," in *Women in Canada: A Gender-based Statistical Report*, Sixth edition, Statistics Canada and Status of Women Canada, December 2010, p. 7, <http://www.statcan.gc.ca/pub/89-503-x/2010001/article/11388-eng.pdf>.

232 *Ibid.*, p. 15.

233 *Ibid.*, p. 8.

Table 1 – Average annual earnings of women and men employment full-year, full-time, by educational attainment, 2008

Level of education	Women's earnings (in dollars)	Men's earnings (in dollars)	Earnings ratio (percentage)
Less than grade 9	20,800	40,400	51.5
Some secondary school	28,600	43,600	65.6
Graduated high school	35,400	50,300	70.4
Some post-secondary	36,400	50,100	72.6
Post-secondary certificate or diploma	41,100	57,700	71.2
University degree	62,800	91,800	68.3
TOTAL	44,700	62,600	71.3

Source: Cara Williams, "Economic Well-being," in *Women in Canada: A Gender-based Statistical Report*, Sixth edition, Statistics Canada and Status of Women Canada, December 2010, p. 15, <http://www.statcan.gc.ca/pub/89-503-x/2010001/article/11388-eng.pdf>.

Statistics Canada reports that "women's employment earnings are on average still lower than men's, even when they have the same education level."²³⁴

Among witnesses, there was widespread agreement of the ongoing challenge of a gender wage gap in Canada, and the necessity in narrowing and eventually eliminating this gap.²³⁵ The wage gap for Aboriginal women, disabled women and racialized women was noted as even more significant.²³⁶

The Committee also heard that traditional career choices often result in women choosing care-giving and human services roles in employment, which are often associated with lower incomes. Associated recommendations focused on valuing work women traditionally do, possibly through collaboration with the public and private sectors, and on establishing, monitoring and improving federal employment and pay equity policies.

A number of witnesses also stated that young women are more likely to hold jobs that are part-time, precarious or temporary in nature.²³⁷ The nature of employment in turn

234 Martin Turcotte, "Women and Education," *Women in Canada: A gender-based statistical report*, Statistics Canada, December 2011, p. 5, <http://www.statcan.gc.ca/pub/89-503-x/2010001/article/11542-eng.pdf>.

235 Juniper Glass, Director of Development, Girls Action Foundation, *Evidence*, March 12, 2012, 1530; Barbara Byers, Executive Vice-President, Canadian Labour Congress, *Evidence*, March 12, 2012, 1650; Cara Coté, First Vice-President, Canadian Federation of Business and Professional Women's Clubs, *Evidence*, March 26, 2012, 1540; Coline Camier, Assistant Coordinator, Action travail des femmes, *Evidence*, May 14, 2012, 1530; Linda Savoie, Director General, Women's Program and Regional Operations Directorate, Status of Women Canada, *Evidence*, February 29, 2012, 1535.

236 Barbara Byers, Executive Vice-President, Canadian Labour Congress, *Evidence*, March 12, 2012, 1650.

237 Coline Camier, Assistant Coordinator, Action travail des femmes, *Evidence*, May 14, 2012, 1530; Barbara Byers, Executive Vice-President, Canadian Labour Congress, *Evidence*, 12 March 2012, 1650; Andrée Côté, Women's and Human Rights Officer, National Programs Sections, Public Services Alliance of Canada, *Evidence*, May 16, 2012, 1540.

affected their compensation, as these jobs tend to be lower-paying, with few benefits, no workplace pension, and the additional unlikelihood of qualifying the women for employment insurance.²³⁸ The Committee heard from one witness that this type of employment severely limits a young woman's economic prosperity, and in fact, can trap her in a low-income situation.²³⁹ A witness recommended that the government address the issue of under-employment and precarious work, as young women are among the most likely to work in these conditions.²⁴⁰

Witnesses expanded on the idea of closing the wage gap by recommending the implementation of the recommendations made by the federal government Pay Equity Task Force²⁴¹ or the development of legislation with the aim of identifying, quantifying and eliminating the wage inequity.²⁴²

One witness spoke of the benefits of unionization for women, indicating the accompanying retirement plans and social benefits.²⁴³ Statistics Canada data show that the unionization rate among employed Canadians has risen for women, from 22.3% in 1978 to 32.6% in 2009, while the rate for men has decreased in the same time period.²⁴⁴ The Canadian Labour Congress reports that unionized women earn more than \$5 an hour more than non-unionized women, and that "... on average, full-time unionized women earned 95% as much per hour as their male counterparts, and part-time women in unions actually earn more."²⁴⁵

E. Negotiating Salary

Witnesses told the Committee that the future economic success of girls can be directly tied to their starting salaries and their ability to negotiate that salary.²⁴⁶ Cara Coté, Vice-President of the Canadian Federation of Business and Professional Women's Clubs, said that a lower initial salary follows young women throughout their careers, and

238 Barbara Byers, Executive Vice-President, Canadian Labour Congress, *Evidence*, 12 March 2012, 1650.

239 Coline Camier, Assistant Coordinator, Action travail des femmes, *Evidence*, May 14, 2012, 1530.

240 Barbara Byers, Executive Vice-President, Canadian Labour Congress, *Evidence*, March 12, 2012, 1650.

241 Barbara Byers, Executive Vice-President, Canadian Labour Congress, *Evidence*, March 12, 2012, 1650; YWCA Canada, "From Girls to Women: Programs and Policies to Enhance Economic Prosperity," *Brief*, May 23, 2012, p. 7.

242 Francine Richer, Centrale des syndicats démocratiques, *Brief*, p. 5.

243 Andrée Côté, Women's and Human Rights Officer, National Programs Section, Public Service Alliance of Canada, *Evidence*, May 16, 2012, 1550.

244 Vincent Farrao, "Paid Work," in *Women in Canada: A Gender-based Statistical Report*, Sixth edition, Statistics Canada and Status of Women Canada, December 2010, p. 19, <http://www.statcan.gc.ca/pub/89-503-x/2010001/article/11387-eng.pdf>.

245 Canadian Labour Congress, Unions Make a Difference for Women, <http://www.canadianlabour.ca/human-rights-and-equality/unions-make-difference-women>.

246 Cara Coté, First Vice-President, Canadian Federation of Business and Professional Women's Clubs, *Evidence*, March 26, 2012, 1540; Leanne Nicolle, Director, Community Engagement, Plan International Canada Inc., *Evidence*, March 26, 2012, 1615.

contributes to the pay gap as their salary will remain comparably lower than young men who were able to negotiate a higher starting salary.²⁴⁷ She explained:

...I find that [young women] are having issues negotiating a proper salary. It comes down to confidence... in the last... 10 years that I've been involved with hiring and managing employees I have noticed that there is almost no negotiation for wages when they first start. And that will follow them throughout their careers. They start at a lower wage, and each time they get an increase, it's still lower than what a male counterpart would have. That follows them until they retire, pretty much.²⁴⁸

The challenge in negotiating salary is linked to lower levels of confidence among young women²⁴⁹ and the high unemployment and under-employment that young women face; as one witness explained "it is difficult for any young person to think about negotiating a salary when that person feels lucky just to get a job in the first place."²⁵⁰

One witness recommended that salary negotiation skills be included in the curriculum for students, particularly at the secondary school level.²⁵¹

Recommendation: The Committee recommends that Status of Women Canada encourage the development of a curriculum to teach girls salary negotiation skills.

LEADERSHIP

Economic leadership was identified by the Committee's motion as one of the goals for girls and young women. A number of witnesses discussed the areas where women's leadership opportunities fell short, and the strategies to employ in order to increase girls' chances at future economic leadership.

A. Women in Decision-Making Positions

Gender imbalance persists in many decision-making positions, particularly within the political and business spheres in Canada. For example:

- In corporate leadership roles, men make up almost 94% of the heads at Canada's largest 500 corporations and hold 86% of board positions.²⁵²

247 Ibid.

248 Cara Coté, First Vice-President, Canadian Federation of Business and Professional Women's Clubs, *Evidence*, March 26, 2012, 1555.

249 Ibid.

250 Ibid., 1540.

251 Ibid.

252 Catalyst, *Canadian Women in Business*, February 2012, <http://www.catalyst.org/publication/198/canadian-women-in-business>.

- In the 41st Parliament, following the 2011 election, a total of 76 women were elected to the House of Commons, which represents 24.8% of seats.²⁵³
- Canadian women are well-represented at most levels in the media, but an examination of key executive positions in the media show that women hold only 26.3% of governance roles and 39.4% of top-level management roles.²⁵⁴

The Committee heard that girls need to see powerful women as role models, holding “in government, in prominent decision-making roles [and] at the head of leadership.”²⁵⁵ One witness recommended that government provide space and funding for women to “develop their leadership potential and build specific skills necessary in [their] communities, [their] careers, and [their] personal lives.”²⁵⁶

The Committee heard from Status of Women Canada officials that one of the Women’s Program’s priorities is encouraging women and girls in leadership and decision-making roles.²⁵⁷

In its promotion for the upcoming International Day of the Girl, Status of Women Canada recognized that the day’s value lies in its ability to “empower girls as citizens, leaders and powerful motivators of change.”²⁵⁸

253 Parliament of Canada, *Party Standings in the House of Commons*, 2012, <http://www.parl.gc.ca/parlinfo/lists/PartyStandings.aspx?Section=03d93c58-f843-49b3-9653-84275c23f3fb&Gender=F>.

254 Carolyn M. Byerly, International Women’s Media Foundation, *Global Report on the Status of Women in the News Media*, 2011, <http://iwmf.org/pdfs/IWMF-Global-Report.pdf>.

255 Peggy Taillon, President and Chief Executive Officer, Canadian Council on Social Development, *Evidence*, April 4, 2012, 1615.

256 Brigitte Ginn, Board Member, Canadian Research Institute for the Advancement of Women, *Evidence*, March 28, 2012, 1530.

257 Ms. Suzanne Clément, Coordinator and Head of Agency, Office of the Coordinator, Status of Women Canada, *Evidence*, March 7, 2012.

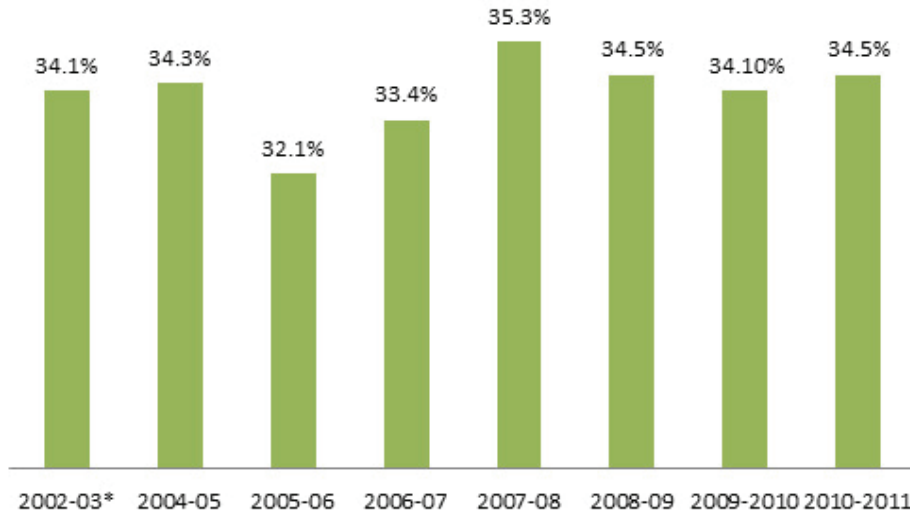
258 Status of Women Canada, “Minister Ambrose Leads Canadian Delegation to Champion Rural Women on the International Stage,” News release, 27 February 2012, <http://www.swc-cfc.gc.ca/med/news-nouvelles/2012/0227-eng.html>.

1. Women in Senior Management and Executive Positions

Witnesses told the Committee that women remain under-represented in senior management positions²⁵⁹ and in executive positions for corporations,²⁶⁰ despite the fact that more women have been pursuing studies in the areas of business and management.²⁶¹ While Canadian women make up 47% of the labour force in 2011,²⁶² they face challenges in the business sector when it comes to equal advancement and representation in decision-making positions.

In Canada, women earned 34.5% of the Masters in Business Administration (MBAs), a percentage that has been roughly the same over the past decade (see Figure 2).²⁶³

Figure 2 – Women’s Shares of MBAs Earned in Canada



Source: Catalyst, Women MBAs, August 2011, <http://www.catalyst.org/publication/250/women-mbas>.

259 Barbara Byers, Executive Vice-President, Canadian Labour Congress, *Evidence*, 12 March 2012, 1650; Cara Coté, First Vice-President, Canadian Federation of Business and Professional Women’s Clubs, *Evidence*, March 26, 2012, 1540; Jennifer Flanagan, President and Chief Executive Officer, Actua, *Evidence*, May 28, 2012, 1605.

260 Tracy Redies, President and Chief Executive Officer, Coast Capital Savings Credit Union, *Evidence*, April 2, 2012, 1535 and 1600; Leanne Nicolle, Director, Community Engagement, Plan International Canada Inc., *Evidence*, March 26, 2012, 1530.

261 Ellen Moore, Chairman, President and Chief Executive Officer, Chubb Insurance Company of Canada, *Evidence*, April 2, 2012, 1545.

262 Statistics Canada, *Labour force characteristics by sex and age group*, January 6, 2012, <http://www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/labor05-eng.htm>.

263 Catalyst, *Women MBAs*, August 2011, <http://www.catalyst.org/publication/250/women-mbas>.

In Canada, women's representation in corporate leadership roles does not match their relatively high enrolment in MBA programs. In corporate leadership roles, women are only 5.8% of the heads at Canada's largest 500 corporations and hold only 14.5% of board positions.²⁶⁴

A 2010 survey of global MBA graduates found that "men were more likely to be at a higher position at the time of the survey than were women, even after taking into account total experience, time since MBA, first post-MBA job level, industry, and global region of work at the time of survey." The survey found women were more likely to be at entry or first-level manager levels, while men were twice as likely as women to be at the CEO/senior executive level.²⁶⁵

However, a recent report notes ongoing progress: women account for 21% of new directors added to boards of Canada's 100 largest companies between 2006 and 2008, up from 14% between 2002 and 2005.²⁶⁶

Budget 2012 announced the creation of a new advisory council to encourage the participation of women on corporate boards. The Minister for Status of Women will work with leaders from the private and public sectors and will help "link corporations to a network of women with professional skills and experience."²⁶⁷

Witnesses pointed to the value of diversity in management and on corporate boards, indicating that an inclusive workplace is an innovative, competitive and profitable workplace.²⁶⁸

A number of witnesses said it was important for the management of corporations to have leadership and vision in terms of gender balance in the workplace.²⁶⁹ Many female CEOs who appeared before the Committee spoke of their company's efforts to increase the representation of women in the higher ranks of their organizations.²⁷⁰

264 Catalyst, *Canadian Women in Business*, March 2012, <http://www.catalyst.org/publication/198/canadian-women-in-business>.

265 Nancy M. Carter and Christine Silva, *Pipeline's Broken Promise*, Catalyst, 2010, p. 4, http://www.catalyst.org/file/340/pipeline's_broken_promise_final_021710.pdf.

266 Spencer Stuart, *2011 Spencer Stuart Board Index*, 2011, p. 6, http://content.spencerstuart.com/sswebsite/pdf/lib/SSBI_2011_final.pdf.

267 Government of Canada, *Jobs Growth and Long-Term Prosperity: Economic Action Plan 2012*, 2012, <http://www.budget.gc.ca/2012/plan/pdf/Plan2012-eng.pdf>.

268 Tracy Redies, President and Chief Executive Officer, Coast Capital Savings Credit Union, *Evidence*, April 2, 2012, 1530; Juniper Glass, Director of Development, Girls Action Foundation, *Evidence*, March 12, 2012, 1530; Ellen Moore, Chairman, President and Chief Executive Officer, Chubb Insurance Company of Canada, *Evidence*, April 2, 2012, 1530.

269 Peggy Taillon, President and Chief Executive Officer, Canadian Council on Social Development, *Evidence*, April 4, 2012, 1615; Tracy Redies, President and Chief Executive Officer, Coast Capital Savings Credit Union, *Evidence*, April 2, 2012, 1600.

270 Tracy Redies, President and Chief Executive Officer, Coast Capital Savings Credit Union, *Evidence*, April 2, 2012, 1530; Ellen Moore, Chairman, President and Chief Executive Officer, Chubb Insurance Company of Canada, *Evidence*, April 2, 2012, 1540.

Some companies had received recognition from Catalyst, a non-profit organization devoted to improving the representation of women in business.²⁷¹ One witness spoke of her company's initiative "Reach Up, Reach Out, and Reach Down," aimed at improving the participation of women at all levels – within the company, within the industry, and within the communities they serve.²⁷²

Many CEOs indicated that more needs to be done, with one witness recommending that the government showcase best-performing businesses and industries that are effective in hiring and promoting women in senior positions.²⁷³

Tracy Redies recommended that government and business support youth internships, and leadership experiences, with the goal of helping young women "develop the leadership, team-playing, networking, and public speaking skills that are critical tools" for their future economic success.²⁷⁴ In addition, Carol Stephenson suggested that the government assist in the provision of scholarships for youth, citing her experiences at the University:

[The Richard Ivey School of Business has] some private donors who have provided scholarships for women at the business school. I think that is a great incentive for women — and especially those who have affordability issues — to go on and pursue a business career,²⁷⁵

Recommendation: The Committee recommends that Status of Women Canada continue to offer support for projects that encourage the development of skills that equip young women for leadership positions in the labour force.

2. Women in Elected Office

Witnesses noted that women are under-represented among Canada's elected representatives, at federal, provincial and municipal levels.²⁷⁶ One witness told Members of Parliament that as elected leaders in Canada, they are ideal role models, and she encouraged them to:

271 Ibid.

272 Ellen Moore, Chairman, President and Chief Executive Officer, Chubb Insurance Company of Canada, *Evidence*, April 2, 2012, 1540.

273 Ibid., 1620.

274 Tracy Redies, President and Chief Executive Officer, Coast Capital Savings Credit Union, *Evidence*, April 2, 2012, 1535; endorsed by Carol Stephenson, Dean, Richard Ivey School of Business, University of Western Ontario, *Evidence*, April 25, 2012, 1655.

275 Carol Stephenson, Dean, Richard Ivey School of Business, University of Western Ontario, *Evidence*, April 25, 2012, 1655.

276 Marilyn Ouellet, Responsible for Equal Access Services, Action travail des femmes, *Evidence*, May 14, 2012, 1540; Leanne Nicolle, Director, Community Engagement, Plan International Canada Inc., *Evidence*, March 26, 2012, 1530.

...do everything to encourage young women to follow in your footsteps, because they do look at you and see the leadership you provide in government²⁷⁷

B. Aboriginal Women in Leadership

The Committee heard about efforts to reclaim the traditional leadership role of Aboriginal women in their communities,²⁷⁸ as well as Aboriginal women's participation as elected representatives or on other decision-making structures, such as board governance.²⁷⁹

Jocelyne Wasacase-Merasty spoke of the challenges to Aboriginal women as they try to find a role in decision-making structures:

I think we really have to start focusing on increasing that voice of the [A]boriginal woman. We have to really start empowering her to participate... When they take steps to try to become part of this bigger process, to be part of the decision-making or even stepping up into election platforms, sometimes they have negative backlash. There's a lot of fear from our women just to find their voices, just to start participating in what we need to start recreating. That's why I believe talking about colonization and its effects on our people, on our women, is a good starting point. We really need to understand how that plays out, how it looks today, and how it surfaces.²⁸⁰

Another witness, Angelina Weenie, highlighted the empowering nature of education for young Aboriginal women, which enables many of them to take on leadership roles:

I think most of [the graduates who are from Aboriginal communities] will take on leadership roles in their communities. They take on administrative roles. A lot of our graduates become the principals and vice-principals in the communities. Sometimes they'll take up political work; some may have political aspirations. They are the leaders in the community once they graduate.²⁸¹

The decision-making role of Aboriginal in the economic development of their communities was also highlighted. Claudette Dumont-Smith recommended that government and businesses commit to the engagement and active participation of women in decision-making roles when considering the economic development of Aboriginal communities, with the particular goal of achieving sustainable economic outcomes.²⁸²

277 Carol Stephenson, Dean, Richard Ivey School of Business, University of Western Ontario, *Evidence*, April 25, 2012, 1725.

278 Jocelyne Wasacase-Merasty, Regional Manager, Prairie Region, National Centre for First Nations Governance, *Evidence*, April 4, 2012, 1650; Claudette Dumont-Smith, Executive Director, NWAC, *Evidence*, May 2, 2012, 1540.

279 Jocelyne Wasacase-Merasty, Regional Manager, Prairie Region, National Centre for First Nations Governance, *Evidence*, April 4, 2012, 1640.

280 *Ibid.*, 1650.

281 Angelina Weenie, Department Head, Professional Programs, First Nations University of Canada, *Evidence*, April 30, 2012, 1700.

282 Claudette Dumont-Smith, Executive Director, NWAC, *Evidence*, May 2, 2012, 1540.

In addition, it was recommended that there be space and funding provided for Aboriginal women to develop leadership potential and the skills needed to take responsibility for their communities, careers, and personal lives.²⁸³ Brigitte Ginn, of the Canadian Research Institute for the Advancement of Women explained:

[Aboriginal women] recognize that we need to revitalize our traditional ways that were lost because of colonization. In order to better our people and our communities, and regain the equilibrium we once had, our government needs to provide space and funding for women to develop their leadership potential and build specific skills necessary in our communities, careers, and our personal lives. Promoting the participation of these women in economic, social, and cultural life across Canada is needed. Our future depends on it, because women are at the heart of the community. If you want a thriving and stronger Canada, then young women must be fully involved.²⁸⁴

Recommendation: The Committee recommends that Status of Women Canada support Aboriginal organizations to create opportunities for young Aboriginal women to develop and exercise leadership skills.

C. Self-Confidence

The Committee heard that a lack of self-confidence is holding girls back from leadership and decision-making positions.²⁸⁵ One witness said that she tells girls: “Don’t just be on a committee, lead the committee.”²⁸⁶ Another witness explained that her organization aims to boost the confidence of Canadian girls by challenging them to be proud of being smart; this stems from the results of a study where the majority of girls said they would rather be called “stupid” than “fat.”²⁸⁷

Anne-Marie Gammon, President of Femmes Équité Atlantique, spoke to the Committee about Status of Women Canada’s role:

Women account for 50% of the population, but they do not occupy 50% of those positions. We must continue encouraging the work Status of Women Canada does to develop young women’s desire to participate, to have enough confidence and self-esteem to tell themselves they can contribute and change things.²⁸⁸

283 Brigitte Ginn, Board Member, Canadian Research Institute for the Advancement of Women, *Evidence*, March 28, 2012, 1530.

284 Ibid.

285 Carol Stephenson, Dean, Richard Ivey School of Business, University of Western Ontario, *Evidence*, April 25, 2012, 1710; Bailey Reid, Chair, Public Engagement Committee, Ottawa Coalition to End Violence Against Women, *Evidence*, May 16, 2012, 1650; Jennifer Flanagan, President and Chief Executive Officer, Actua, *Evidence*, May 28, 2012, 1605; Nancy Southern, President and Chief Executive Officer, ATCO Group, *Evidence*, May 30, 2012, 1605.

286 Carol Stephenson, Dean, Richard Ivey School of Business, University of Western Ontario, *Evidence*, April 25, 2012, 1710.

287 Leanne Nicolle, Director, Community Engagement, Plan International Canada Inc., *Evidence*, March 26, 2012, 1625.

288 Anne-Marie Gammon, President, Femmes Équité Atlantique, *Evidence*, April 30, 2012, 1625.

The following sections will touch on some of the means to address this lack of self-confidence, including developing safe spaces for girls, promoting the success of girls and women, early exposure to valuable programming, and mentoring.

1. Safe Spaces for Girls

There was widespread agreement among witnesses regarding the importance of creating and maintaining safe spaces for girls.²⁸⁹ In addition to their importance in preventing and addressing gender-based violence, discussed in greater detail earlier in this report, Paulette Senior, CEO of YWCA Canada, said such a space in their programming offered:

...girls and young women the opportunity to build on their positive self-esteem, self-reliance, independence, and leadership skills in a non-judgmental and safe environment. Instilling a sense of leadership and empowerment in program participants develops skills to help them navigate their teen years and transition successfully into adulthood.²⁹⁰

Several witnesses recommended the continued support of all-girl programming and the maintenance of safe spaces for girls.²⁹¹

Recommendation: The Committee recommends that Status of Women Canada continue to support initiatives and projects that provide spaces for girls to develop their self-esteem and self-confidence.

2. Promoting Success

A number of witnesses said that girls could be inspired to aim high through the celebration and showcasing of women's accomplishments and leadership,²⁹² with one witness recommending that the government play a role in building girls' confidence by celebrating successes.²⁹³ Witnesses also emphasized that celebrating women's

289 Paulette Senior, Chief Executive Officer, YWCA Canada, *Evidence*, 12 March 2012, 1540; Saman Ahsan, Executive Director, Girls Action Foundation, *Evidence*, 12 March 2012, 1550; Leanne Nicolle, Director, Community Engagement, Plan International Canada Inc., *Evidence*, March 26, 2012, 1535; Claire Crooks, Board of Directors Member, Canadian Women's Foundation, *Evidence*, March 28, 2012, 1540; Jocelyne Michelle Coulibaly, Representative for the Ottawa Region, Board of Representatives, Fédération de la jeunesse franco-ontarienne, *Evidence*, April 2, 2012, 1645; Geneviève Latour, Programming Manager, Fédération de la jeunesse franco-ontarienne, *Evidence*, April 2, 2012, 1650; Jennifer Flanagan, President and Chief Executive Officer, Actua, *Evidence*, May 28, 2012, 1605.

290 Paulette Senior, Chief Executive Officer, YWCA Canada, *Evidence*, 12 March 2012, 1540.

291 Saman Ahsan, Executive Director, Girls Action Foundation, *Evidence*, March 12, 2012, 1535; Paulette Senior, Chief Executive Officer, YWCA Canada, *Evidence*, March 12, 2012, 1550; Jocelyne Michelle Coulibaly, Representative for the Ottawa Region, Board of Representatives, Fédération de la jeunesse franco-ontarienne, *Evidence*, April 2, 2012, 1645.

292 Jocelyne Wasacase-Merasty, Regional Manager, Prairie Region, National Centre for First Nations Governance, *Evidence*, April 4, 2012, 1620; Paige Isaac, Coordinator, First People's House, *Evidence*, April 4, 2012, 1640; Nancy Southern, President and Chief Executive Officer, ATCO Group, *Evidence*, May 30, 2012, 1530.

293 Carol Stephenson, Dean, Richard Ivey School of Business, University of Western Ontario, *Evidence*, April 25, 2012, 1655.

accomplishments in the field of non-traditional employment could be a means of helping to break the gender stereotypes in those workplaces.²⁹⁴ Anne-Marie Gammon also explained that communities, especially boys and young men, should also offer their support and encouragement.²⁹⁵

Nancy Southern, President and CEO of ATCO Group, elaborated on the idea of breaking gender stereotypes, starting at a young age:

Just like we have educated the public on the health risks of smoking where the knowledge is ingrained and second nature, so should the systemic stereotypical roles of women be abandoned and the acknowledgement of women in our society from all walks of life in all job sectors should be celebrated. And the way to do this is through our public and private schools, K through 12.²⁹⁶

Other witnesses highlighted the importance of such celebration in aboriginal communities; Aboriginal girls would draw strength from public recognition of Indigenous women's accomplishments²⁹⁷ and of the central role that women played historically in indigenous families, government and ceremonies.²⁹⁸ Witnesses recommended that stories of successful Aboriginal women be widely disseminated,²⁹⁹ accompanied by an examination of the skills they acquired to reach success.³⁰⁰

Paige Isaac told the Committee it was necessary to end the negative stereotypes of Aboriginal peoples:

You know, we're always associated with ...nasty statistics. There is not enough recognition that the situations of [A]boriginal people around the country are diverse. Stereotypes still exist because of these statistics. More emphasis could be put on what we are doing right and what we're doing well. We are doctors, lawyers, and CEOs. This needs to be visible.³⁰¹

Recommendation: The Committee recommends that Status of Women Canada find ways to disseminate stories of successful women and the skills they needed to achieve economic success.

294 Nancy Southern, President and Chief Executive Officer, ATCO Group, *Evidence*, May 30, 2012, 1530 and 1550.

295 Anne-Marie Gammon, President, Femmes Équité Atlantique, *Evidence*, April 30, 2012, 1625.

296 Nancy Southern, President and Chief Executive Officer, ATCO Group, *Evidence*, May 30, 2012, 1530.

297 Jocelyne Wasacase-Merasty, Regional Manager, Prairie Region, National Centre for First Nations Governance, *Evidence*, April 4, 2012, 1620; Paige Isaac, Coordinator, First People's House, *Evidence*, April 4, 2012, 1635.

298 Jocelyne Wasacase-Merasty, Regional Manager, Prairie Region, National Centre for First Nations Governance, *Evidence*, April 4, 2012, 1620.

299 Paige Isaac, Coordinator, First People's House, *Evidence*, April 4, 2012, 1640.

300 Jocelyne Wasacase-Merasty, Regional Manager, Prairie Region, National Centre for First Nations Governance, *Evidence*, April 4, 2012, 1655.

301 Paige Isaac, Coordinator, First People's House, *Evidence*, April 4, 2012, 1635.

3. Early Exposure

There was widespread agreement among witnesses of the critical importance of starting programming with girls at a young age, in order to have the most effective impact.³⁰² Witnesses spoke of the powerful, and sometimes detrimental, influence of social and educational environments on girls, specifically the impact of the media, Internet, and peer groups.³⁰³ The Committee heard that programming at an early age can help strengthen self-confidence, generate interest in new fields, develop a strong knowledge base, and build resilience among girls.³⁰⁴

Empowering girls with information is central to programming at an early age; girls who are informed will be aware of different opportunities that exist, have a better understanding of good life choices, and will likely feel confident and informed in their decisions.³⁰⁵ Minister Ambrose also highlighted the power of knowledge: "...if girls know their rights at a very young age, they're more willing to exercise them."³⁰⁶

Recommendations highlighted the importance of education and information starting at a young age. One witness recommended providing girls with access to information regarding the various economic opportunities that exist.³⁰⁷ Another witness recommended making investments in science, technology, engineering, and math outreach programming specifically targeted at engaging girls at an early age.³⁰⁸ Other witnesses recommended providing support and resources to those who provide guidance to girls, such as parents,

302 Juniper Glass, Director of Development, Girls Action Foundation, *Evidence*, 12 March 2012, 1530; Leanne Nicolle, Director, Community Engagement, Plan International Canada Inc., *Evidence*, March 26, 2012, 1535; Angelina Weenie, Department Head, Professional Programs, First Nations University of Canada of Canada, *Evidence*, April 30, 2012, 1650; Cindy Blackstock, Executive Director, First Nations Child and Family Caring Society of Canada, *Evidence*, May 2, 2012, 1540; Tricia Robertson, Executive Director, Techsploration, *Evidence*, May 7, 2012, 1610; Linda Hasenfratz, Chief Executive Officer, Linamar Corporation, *Evidence*, May 14, 2012, 1635; Jennifer Flanagan, President and Chief Executive Officer, Actua, *Evidence*, May 28, 2012, 1605; Elyse Allan, President and Chief Executive Officer, GE Canada, *Evidence*, May 30, 2012, 1545.

303 Juniper Glass, Director of Development, Girls Action Foundation, *Evidence*, 12 March 2012, 1530; Leanne Nicolle, Director, Community Engagement, Plan International Canada Inc., *Evidence*, March 26, 2012, 1535.

304 Juniper Glass, Director of Development, Girls Action Foundation, *Evidence*, 12 March 2012, 1530; Leanne Nicolle, Director, Community Engagement, Plan International Canada Inc., *Evidence*, March 26, 2012, 1535; Claire Crooks, Board of Directors Member, Canadian Women's Foundation, *Evidence*, March 28, 2012, 1540; Tricia Robertson, Executive Director, Techsploration, *Evidence*, May 7, 2012, 1610; Linda Hasenfratz, Chief Executive Officer, Linamar Corporation, *Evidence*, May 14, 2012, 1635; Jennifer Flanagan, President and Chief Executive Officer, Actua, *Evidence*, May 28, 2012, 1605.

305 Tricia Robertson, Executive Director, Techsploration, *Evidence*, May 7, 2012, 1530; Margaret-Ann Armour, President of the Board, Canadian Centre for Women in Science, Engineering, Trades and Technology, *Evidence*, May 7, 2012, 1625; Coline Camier, Assistant Coordinator, Action travail des femmes, *Evidence*, May 14, 2012, 1550; Leanne Nicolle, Director, Community Engagement, Plan International Canada Inc., *Evidence*, March 26, 2012, 1535.

306 Hon. Rona Ambrose, Minister for Status of Women, *Evidence*, March 14, 2012, 1540.

307 Claudette Dumont-Smith, Executive Director, NWAC, *Evidence*, May 2, 2012, 1555.

308 Jennifer Flanagan, President and Chief Executive Officer, Actua, *Evidence*, May 28, 2012, 1610.

educators, care-givers, mentors and community organizations, so these adults can help build life skills among girls at an early age.³⁰⁹

Jennifer Flanagan told the Committee it was important for programs to engage “youth at an early age before they make decisions about careers and futures and what is possible for them.”³¹⁰

Recommendations that reflect these views were made in an earlier section of this report focused on non-traditional areas of employment.

D. Mentoring and Role Models

There was agreement among witnesses that mentors and role models are critical in the process of developing leadership skills and ambitions among girls.³¹¹

A central value of mentoring that was highlighted is connectedness; girls who are connected with a strong adult female mentor feel a greater sense of belonging and safety, they have a higher level of social connection with the greater community,³¹² and for Aboriginal girls, their mentor can strengthen the cultural connectedness.³¹³

Claire Crooks, Board member of the Canadian Women’s Foundation, said that social connection, which includes having a caring mentor, is:

...one of the strongest protective factors against a wide range of negative outcomes. Connected girls demonstrate lower rates of teen pregnancy, substance use and abuse, suicidal behaviours, and dating violence, all of which significantly interfere with future academic and job success.³¹⁴

309 Leanne Nicolle, Director, Community Engagement, Plan International Canada Inc., *Evidence*, March 26, 2012, 1535; Jennifer Flanagan, President and Chief Executive Officer, Actua, *Evidence*, May 28, 2012, 1610; Anne-Marie Gammon, President, Femmes Équité Atlantique, *Evidence*, April 30, 2012, 1635.

310 Jennifer Flanagan, President and Chief Executive Officer, Actua, *Evidence*, May 28, 2012, 1605.

311 Claire Crooks, Board of Directors Member, Canadian Women’s Foundation, *Evidence*, March 28, 2012, 1540; Tracy Redies, President and Chief Executive Officer, Coast Capital Savings Credit Union, *Evidence*, April 2, 2012, 1610; Peggy Taillon, President and Chief Executive Officer, Canadian Council on Social Development, *Evidence*, April 4, 2012, 1615; Jocelyne Wasacase-Merasty, Regional Manager, Prairie Region, National Centre for First Nations Governance, *Evidence*, April 4, 2012, 1640; Carol Stephenson, Dean, Richard Ivey School of Business, University of Western Ontario, *Evidence*, April 25, 2012, 1725; Anne-Marie Gammon, President, Femmes Équité Atlantique, *Evidence*, April 30, 2012, 1625; Linda Hasenfratz, Chief Executive Officer, Linamar Corporation, *Evidence*, May 14, 2012, 1705; Jennifer Flanagan, President and Chief Executive Officer, Actua, *Evidence*, May 28, 2012, 1610; Claudia Mitchell, James McGill Professor, Department of Integrated Studies in Education, McGill University, *Evidence*, May 28, 2012, 1730.

312 Claire Crooks, Board of Directors Member, Canadian Women’s Foundation, *Evidence*, March 28, 2012, 1545.

313 *Ibid.*, 1540.

314 *Ibid.*, 1545.

Witnesses recommended support for mentorship programs as key to girls' economic prosperity,³¹⁵ especially programs targeted at early exposure³¹⁶ and where mentors are from the girl mentee's field of interest.³¹⁷ Mentoring programs were recommended as a particularly valuable approach in helping Aboriginal girls overcome the additional challenges in their lives.³¹⁸

315 Paige Isaac, Coordinator, First People's House, *Evidence*, April 4, 2012, 1640; Saman Ahsan, Executive Director, Girls Action Foundation, *Evidence*, March 12, 2012, 1535; Jocelyne Michelle Coulibaly, Representative for the Ottawa Region, Board of Representatives, Fédération de la jeunesse franco-ontarienne, *Evidence*, April 2, 2012, 1645.

316 Cara Coté, First Vice-President, Canadian Federation of Business and Professional Women's Clubs, *Evidence*, March 26, 2012, 1540.

317 Cindy Blackstock, Executive Director, First Nations Child and Family Caring Society of Canada, *Evidence*, May 2, 2012, 1555.

318 Jocelyne Wasacase-Merasty, Regional Manager, Prairie Region, National Centre for First Nations Governance, *Evidence*, April 4, 2012, 1640.

LIST OF RECOMMENDATIONS

Recommendation: The Committee recommends that Status of Women Canada, working through its federal/provincial/territorial relationships, encourage provincial and territorial officials responsible for education to continue to ensure that curricula reflect current and emerging global economic realities..... 5

Recommendation: The Committee recommends that Status of Women Canada continue to contribute to projects that address girls and young women who are multiply disadvantaged, and investigate ways to increase the number of projects with this focus. 11

Recommendation: The Committee recommends that Status of Women Canada sustain its support for programs that create safe spaces for girls, particularly with respect to preventing and addressing the violence they face in schools and in the workplace..... 13

Recommendation: The Committee recommends that Status of Women Canada support the safety of girls through:..... 14

- **Its work with its interdepartmental and intergovernmental partners toward greater coordination of policies on gender-based violence; 14**
- **funding for projects, which may include the engagement of men and boys, that target the development of healthy relationships; and 14**
- **sustaining funding for programs that increase the awareness and exercise of girls’ human rights..... 14**

Recommendation: The Committee recommends that Status of Women Canada work with Treasury Board to ensure that gender-based analysis within departments and agencies take into account policy impacts on women and girls in remote and isolated communities..... 16

Recommendation: The Committee recommends that Status of Women Canada continue to work with appropriate federal departments and agencies with respect to encouraging the gender-based analysis of economic development programs, particularly those targeted to Aboriginal peoples and communities. 18

Recommendation: The Committee recommends that Status of Women Canada continue to encourage the development of the capacity of Aboriginal girls, and consider a specific focus in its funding program on improving their access to existing education and training programs..... 22

Recommendation: The Committee recommends that Status of Women Canada support community organizations working with girls in newcomer families to assess how they can best be integrated into the social and economic activities of Canada, to share promising practices, and to encourage replication of successful projects.	24
Recommendation: The Committee recommends that Status of Women Canada work with Treasury Board to ensure that gender-based analysis take into account the particular needs of girls and young women with disabilities.....	25
Recommendation: The Committee recommends that Status of Women Canada support initiatives with a particular focus on the development of financial literacy, including projects that target Aboriginal girls and girls in other marginalized groups including minority language groups.....	29
Recommendation: The Committee recommends that Status of Women Canada work with private-sector partners to encourage the development of mentorships and other mechanisms by which girls can achieve economic prosperity.....	31
Recommendation: To support and encourage the increased participation of girls in non-traditional employment, the Committee recommends that Status of Women Canada:	34
• support the development of awareness campaigns about non-traditional careers directed at girls;and	34
• invest in science, technology, engineering, and math outreach programming with the goal of developing science literacy and engaging girls at a young age.	34
Recommendation: The Committee recommends that Status of Women Canada encourage the development of a curriculum to teach girls salary negotiation skills.....	39
Recommendation: The Committee recommends that Status of Women Canada continue to offer support for projects that encourage the development of skills that equip young women for leadership positions in the labour force.	43
Recommendation: The Committee recommends that Status of Women Canada support Aboriginal organizations to create opportunities for young Aboriginal women to develop and exercise leadership skills.....	45
Recommendation: The Committee recommends that Status of Women Canada continue to support initiatives and projects that provide spaces for girls to develop their self-esteem and self-confidence.....	46

Recommendation: The Committee recommends that Status of Women Canada find ways to disseminate stories of successful women and the skills they needed to achieve economic success. 47

APPENDIX A LIST OF PROJECTS IDENTIFIED BY STATUS OF WOMEN CANADA

This table was prepared for the Standing Committee on the Status of Women by Status of Women Canada.

Women's Program Approved Funding Addressing the Needs of Girls across Canada 2009-10 to 2011-12 (as of March 2012)
Programme de promotion de la femme - Financement approuvé répondant aux besoins des filles de partout au Canada 2009-2010 à 2011-2012 (mars 2012)

Year Approved / Année d'approbation	Region / Région	Name of Organization / Nom de l'organisation	Project Title / Titre du projet	Project Description / Description du projet	Priority Area / Domaine prioritaire	Approved Funding / Financement approuvé
2009-2010	Québec	Corporation Wapikoni Mobile	Girls' nights: from private to shared [Soirées de filles : de l'intime au collectif]	<p>In partnership with local health and safety stakeholders, this 24 month project will directly affect girls aged 13 to 17 along with young women in 8 Aboriginal communities in the remote regions of Côte-Nord, Abitibi and Mauricie. Activities will include workshops, training and creation sessions, and intervention and follow-up workshops to target actions that the participants could undertake with local stakeholders. Each workshop will target girls and consist of a presentation and discussion on the topic of violence, and will also include a writing and personal thoughts session. This group logbook will serve as a starting point for eight short films that will be created by young Aboriginal women on the topic of violence. These films will be used as tools geared to the local cultural reality.</p> <p>En collaboration avec les ressources de santé et de sécurité locales, ce projet de 24 mois touchera directement des filles de 13 à 17 ans ainsi que des jeunes femmes dans 8 communautés autochtones dans les régions éloignées suivantes : le Côte Nord, l'Abitibi et la Mauricie. Les activités incluront des ateliers de sensibilisation, des sessions de formation/création, et des ateliers d'intervention et de suivi afin de cibler des actions que les participantes pourraient entreprendre avec des intervenantes des ressources d'aide locales à l'avenir. Chaque atelier de sensibilisation ciblera des filles et sera composé d'une présentation et d'une discussion du thème, ainsi qu'une séance d'écriture de réflexions personnelles. Ce journal de bord collectif servira de point de départ à des ateliers de création de courts métrages qui seront réalisés par des jeunes femmes autochtones autour du thème de la violence. Ces films deviendront des outils de sensibilisation adaptés à la réalité culturelle locale.</p>	Violence	\$159,983
2009-2010	National	Girls Action Foundation - Fondation Filles d'action	Young Women: Learning and Leading for Change [Jeune femme : apprendis à engendrer le changement]	<p>This 36 months project will promote the leadership and empowerment of young women and girls by engaging them in improving their economic security, contributing to ending violence and increasing their leadership and democratic participation. The participants will build skills through a series of workshops and activities aimed at addressing priority challenges in their communities. By engaging youth on women's issues, fostering meaningful dialogue and collaboration, and building the capacity of young women and girls to be leaders among their peers, families and communities, this project aims to empower and improve the situation of women and girls in their communities.</p> <p>Ce projet d'une durée de 36 mois favorisera le leadership et l'autonomie des jeunes femmes et des jeunes filles en les aidants à améliorer leur sécurité économique, en contribuant à mettre un terme à la violence et à améliorer leur leadership et leur participation à la vie démocratique. Les participantes pourront acquérir des compétences grâce à une série d'activités et d'ateliers axés sur les défis prioritaires au sein de leur collectivité. En amenant les jeunes à se pencher sur les problèmes auxquels font face les femmes, en favorisant un dialogue et une collaboration utiles et en renforçant la capacité des jeunes femmes et des jeunes filles de jouer le rôle de chefs de file auprès de leurs pairs, de leurs familles et de leurs collectivités, ce projet favorisera l'autonomie des femmes et des jeunes filles et leur permettra d'améliorer leur situation dans la collectivité.</p>	Leadership	\$407,262

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Year Approved / Année d'approbation	Region / Région	Name of Organization / Nom de l'organisation	Project Title / Titre du projet	Project Description / Description du projet	Priority Area / Domaine prioritaire	Approved Funding / Financement approuvé
3	West	Ka Ni Kanichihk Inc.	Aboriginal Women and Youth- Reclaiming Our Power Project [Les femmes et les jeunes filles autochtones – Recouvrer notre pouvoir]	<p>This 24-month project will assist Aboriginal women and young girls (aged 12 to 17 years) in Winnipeg's inner city to develop their skills and knowledge as well as a deeper understanding of the barriers that impact their participation in their families, schools, community and neighbourhoods. The project will provide: culturally appropriate violence prevention workshops; life skills training; leadership development workshops; a series of monthly open dialogue forums with social service agencies; and monthly talking circles. The skills they develop will assist them in identifying alternatives and increasing their resilience in order to live violence-free.</p> <p>Ce projet de 24 mois aidera les femmes et jeunes filles autochtones (âgées de 12 à 17 ans) vivant dans les quartiers défavorisés de Winnipeg à renforcer leurs capacités, à parfaire leurs connaissances, à mieux comprendre les obstacles à surmonter pour participer davantage à la vie de leur famille, de leurs écoles, de leurs collectivités et de leurs quartiers. Le projet donnera lieu à des ateliers sur la prévention de la violence adaptés à la culture, à des séances d'apprentissage de l'autonomie fonctionnelle et à des ateliers de développement des qualités de chef. Il donnera aussi lieu à une série de forums de dialogue libre avec des organismes de services sociaux et à des cercles de discussion mensuels. Les aptitudes acquises aideront les participantes à trouver des solutions de rechange et à accroître leur niveau de résilience pour qu'elles puissent vivre une vie exempte de violence.</p>	Violence	\$174,000
4	Ontario	MUJER - Latin American Women's Organization	Empower Youth Latinas in Toronto [Autonomiser les Latino-Américaines de Toronto]	<p>This 36-month project will work with high risk, marginalized girls of Latin American descent in the Greater Toronto Area, who are facing violence in their lives. It aims to deal with the impact of violence and abuse in young girls aged 12 to 15 and to offer them the emotional and psychological support to deal with situations of abuse and violence. Through art therapy and creative expression, young women will be provided with the space and the tools to understand their trauma. They will also learn to overcome this trauma and to use their experience to become agents of change. The workshops will address the following topics: body image, self esteem, bullying, sexual assault, date rape, violence against women and strengthening ones' self. The project will also reach out to parents and the community via community sessions and a media campaign to demystify these issues and to create larger networks of support. A specialized professional will provide one-on-one emotional and psychological support to the participants, as well as advisory support to the facilitators of the project.</p> <p>Ce projet de 36 mois permettra de venir en aide à les jeunes filles marginalisées d'origine latino-américaine, présentant des risques élevés, qui vivent dans la région métropolitaine de Toronto et qui sont aux prises avec la violence dans leur vie. Il vise à contrer l'incidence de la violence et de l'abus chez les jeunes filles âgées de 12 à 15 ans et leur offrira un soutien affectif et psychologique pour faire face à l'abus et à la violence qu'elles subissent. La thérapie par l'art et l'expression créative permettront d'offrir aux jeunes femmes l'espace et les outils dont elles ont besoin pour comprendre le traumatisme qu'elles ont vécu. Elles apprendront également à surmonter ce traumatisme et à s'en servir pour devenir des agents de changement. Les ateliers porteront sur différents sujets, notamment : l'image corporelle, l'estime de soi, l'intimidation, les agressions sexuelles, les viols commis par un ami, la violence faite aux femmes et l'amélioration de la confiance en soi. Le projet permettra également de joindre les parents et la communauté par des séances communautaires et une campagne médiatique ayant pour but de démystifier ces questions et d'établir des réseaux de soutien plus vastes. Un professionnel spécialisé offrira des séances individuelles de soutien affectif et psychologique aux participantes et des services de consultation aux animateurs du projet.</p>	Violence	\$142,650

Year Approved / Année d'approbation	Region / Région	Name of Organization / Nom de l'organisation	Project Title / Titre du projet	Project Description / Description du projet	Priority Area / Domaine prioritaire	Approved Funding / Financement approuvé
5	Ontario	Multicultural Council of Windsor and Essex County	Leadership 360	<p>This 14-month project supports all three priority areas through a structured program that will provide learning opportunities for young women aged 14 - 24 and their family (mothers, sisters, aunts etc.). Broken down into three modules, each priority will be addressed through informative workshops, guest speakers and experts in those areas. Through these workshops and group activities, young women will be supported in their journey through financial literacy and self employment, personal defense and awareness, employment readiness and advancement, an understanding of democratic participation (municipal, provincial and federal), leadership training and community mentorship. Participants will attend two workshops a month, the first of which will be geared towards youth participants, the second will be for youth and their female family members. This project will strengthen the family unit from within and create opportunities for increased participation of women in their communities. The program will be promoted to all newcomer young women, along with resident Canadians who could benefit from the training. The organization has identified a need to assist young women in becoming independent strong leaders in their community. The organization will partner with Leadership Windsor-Essex to provide effective knowledge transfer through the internet.</p> <p>Ce projet de 14 mois appuie les trois secteurs prioritaires grâce à un programme structuré offrant des possibilités d'apprentissage à les jeunes femmes âgées de 14 à 24 ans et à leur famille (mère, sœurs, tantes, etc.). Chaque secteur prioritaire est réparti en trois modules (chacun d'une durée de quatre mois) et donnera lieu à des ateliers d'information, des conférences et des interventions d'experts dans les domaines visés. Ces ateliers et activités collectives permettront de venir en aide aux jeunes femmes qui veulent parfaire leur éducation financière, travailler à leur compte, assurer leur autodéfense, accroître leur conscience de soi, augmenter leur préparation à l'emploi et à obtenir de l'avancement, comprendre la participation à la vie démocratique (à l'échelle municipale, provinciale et fédérale), recevoir une formation en leadership et obtenir du mentorat communautaire. Les participantes assisteront à deux ateliers par mois; le premier s'adressera aux jeunes, alors que le deuxième s'adressera aux jeunes et aux membres féminins de leur famille. Le projet renforcera l'unité familiale à partir de l'intérieur et permettra d'accroître la participation des femmes au sein de leur collectivité. La promotion du programme sera faite auprès des jeunes immigrantes et des Canadiennes qui pourraient bénéficier de la formation qui sera offerte. L'organisation a cerné un besoin d'aider les jeunes femmes à devenir des chefs de file fortes et indépendantes au sein de leur collectivité. Elle établira un partenariat avec Leadership Windsor-Essex en vue d'assurer la transmission efficace du savoir grâce à l'Internet.</p>	Economic	\$87,626
6	West / Ouest	SWOVA Community Development and Research Society	Pass It On: Women and Girls Working Together for Health and Safety, Phase II [Faites-le savoir : des femmes et des filles travaillent ensemble à obtenir la santé et la sécurité, phase II]	<p>This 15 month project will build on a previous phase of Pass It On: Safety for Girls and Young Women. The organization will offer a supervised mentoring program to girls at risk in the rural and geographically isolated British Columbia communities of Valemount / McBride, Prince George, Kamloops, and Uluetlet. They will foster leadership among young women through training to act as mentors for younger girls and co-facilitators of violence prevention workshops. The organization will encourage women and girls to become project advisors, which will require them to use their leadership skills. The organization will also strive to build community partnerships to prevent violence against girls and young women.</p> <p>Ce projet de 15 mois misera sur les résultats de la première phase. L'organisation offrira un programme de mentorat supervisé aux jeunes filles à risque vivant des régions rurales et des régions isolées de la Colombie-Britannique comme Valemount / McBride, Prince George, Kamloops, Cowichan, Uluetlet et Southern Gulf Island. Elle favorisera le développement du leadership chez ces jeunes femmes en leur donnant une formation qui leur permettra de jouer le rôle de mentors auprès de jeunes filles et celui de coanimatrices d'ateliers sur la prévention de la violence. L'organisation encouragera les femmes et les jeunes filles à devenir conseillères de projet, ce qui les obligera à utiliser leurs compétences en leadership. L'organisation essaiera également d'établir des partenariats avec la collectivité afin de prévenir la violence faite aux filles et aux jeunes femmes.</p>	Violence	\$100,000

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2009-2010	National	Girl Guides of Canada Guides du Canada	Girls for Safer Communities [Des filles travaillent à bâtir des collectivités sûres].	<p>The project will focus on leadership development, community involvement and safety for women and girls. Girl Guides of Canada, in collaboration with METRAC (the Metropolitan Action Committee on Violence Against Women and Children), will develop an adaptable Community Safety Audit tool that can be used by girls aged 5 and over across Canada. Peer facilitators, trained in leadership and social organizing skills, will facilitate workshops on the Community Safety Audits through provincial affiliates in all parts of Canada (\$481,300). SUPPLEMENT: Leadership and civic participation activities taking place across the country in support of Girl Guides of Canada's 100th Anniversary. 45,000 girls and young women from all provinces will develop, organize and implement community based activities to celebrate the organization's "National Rally Day". Guides will develop service projects relating to this theme and will be encouraged to engage in discussions with their community leaders to develop a local strategy for eradicating hunger and poverty in their communities. (\$60,000)</p> <p>Le projet proposé mettra l'accent sur l'apprentissage du commandement, la participation communautaire et la sécurité des femmes et des filles. Les Guides du Canada, en collaboration avec METRAC (le comité d'action du Grand Toronto contre la violence envers les femmes et les enfants), mettront au point un outil souple d'étude de la sécurité communautaire, que pourront utiliser les filles de cinq ans et plus partout au Canada. Les sections affiliées dans toutes les provinces offriront des ateliers sur les études de sécurité, qui seront animés par des pairs ayant suivi une formation en direction et en organisation sociale. (481 300 \$) SUPPLEMENT: Des activités de leadership et de participation communautaire seront organisées à l'échelle du pays, dans le cadre du 100e anniversaire des Guides du Canada. Au total, 45 000 jeunes filles et jeunes femmes de toutes les provinces participeront à l'élaboration, à l'organisation et à la réalisation d'activités communautaires pour célébrer la Journée du rallye national. Les Guides élaboreront des projets de service portant sur ce thème et seront invitées à participer à des discussions avec leurs dirigeants communautaires en vue de l'élaboration d'une stratégie locale permettant d'enrayer la faim et la pauvreté dans leur collectivité. (60 000 \$)</p>	Leadership	\$541,300
2009-2010	Atlantic / Atlantique	Partners for Youth Inc.	Building Opportunity – Leadership Development for Young Women to Eliminate Relationship Violence [Créer des débouchés : faire des jeunes femmes des meneuses pour prévenir la violence amoureuse]	<p>This 24-month project will build on the success of a previous project administered by Making Waves/Vague par Vague to enhance young women's involvement in violence prevention strategies. This project will increase young women's leadership opportunities in community action strategies. A 12-member youth cabinet, composed of young women and men, will oversee the creation, development and delivery of a model approach in English and French communities and one chosen Aboriginal community. They will then create an opportunity for everyone involved to come together in a provincial conference to discuss best practices; build capacity and share information and results. Youth will create a sustainable framework for provincial youth-centered relationship prevention directed by community action teams and led by young women. This initiative will have a sustainable impact by contributing to a "zero tolerance" environment for dating violence.</p> <p>Ce projet d'une durée de 24 mois mettra à profit la réussite d'un projet antérieur administré par l'organisme Vague par Vague et conçu pour accroître la participation des jeunes femmes à l'élaboration de stratégies de prévention de la violence. Le projet permettra d'accroître les possibilités de leadership des jeunes femmes dans le cadre des stratégies d'intervention communautaire. Un cabinet formé de 12 jeunes femmes et jeunes hommes supervisera la conception, l'élaboration et la mise en œuvre d'une approche modèle au sein de collectivités francophones et anglophones et d'une collectivité autochtone. Tous les intervenants participeront ensuite à une conférence provinciale au cours de laquelle ils pourront discuter de pratiques exemplaires, assurer le renforcement des capacités et partager des renseignements et des résultats. Les jeunes élaboreront un cadre durable pour la prévention de la violence amoureuse chez les jeunes à l'échelle provinciale; ce cadre relèvera d'équipes d'intervention communautaire et sera dirigé par de jeunes femmes. Cette initiative aura une incidence durable puisqu'elle contribuera à l'établissement d'un environnement « tolérance zéro » en ce qui a trait à la violence amoureuse.</p>	Violence	\$106,866

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9	Ontario	Urban Alliance on Race Relations / Alliance urbaine sur les relations interraciales	Making Noise Media and Accountability Project [Projet de responsabilisation des médias « Faire grand bruit »]	<p>Young women from eight neighbourhoods across the city of Toronto will gain the tools to act as leaders, challenge gender violence and mentor their peers. Youth workers from across the city will learn to support participants, receiving specific training regarding gender-based violence and concrete skills to challenge it. Young women will become peer facilitators, bringing their knowledge of gender violence prevention to male peers. Ultimately, youth (male and female) will act as ambassadors to launch a campaign against gender violence, specifically street harassment. The project will culminate in a two-day community accountability event where youth and community leaders are challenged to take action against violence and share best practices for addressing gender violence.</p> <p>Les jeunes femmes provenant de huit quartiers de la ville de Toronto obtiendront les outils nécessaires pour jouer le rôle de leaders, contester la violence sexospécifique et servir de mentors auprès de leurs pairs. Quatre-vingts travailleurs des services à la jeunesse provenant de l'ensemble de la ville apprendront à venir en aide aux participantes en recevant une formation précise en matière de violence sexospécifique et en obtenant les aptitudes concrètes nécessaires pour y mettre fin. Les jeunes femmes deviendront des animatrices et transmettront leurs connaissances en matière de prévention de la violence sexospécifique à leurs pairs de sexe masculin. En fin de compte, les jeunes (hommes et femmes) joueront le rôle d'ambassadeurs en vue du lancement d'une campagne contre la violence sexospécifique et, plus particulièrement, contre le harcèlement sur la rue. Le point culminant du projet sera une activité de responsabilisation communautaire de deux jours au cours de laquelle les jeunes et les dirigeants communautaires seront mis au défi de prendre des mesures contre la violence et de partager des pratiques exemplaires pour combattre la violence sexospécifique.</p>	Violence	\$240,300
10	Atlantic / Atlantique	PEI Coalition for Women in Government Inc.	Supporting Democratic Participation of PEI's Women and Girls [Promouvoir la participation démocratique des femmes et des filles de l'Île-du-Prince-Édouard]	<p>This 36-month project will ensure that the diverse experiences of Prince Edward Island's women are considered in government decision-making. Taking a skills-building approach including various workshops, group discussions and a three-day forum with experienced leaders, this project will provide women and girls with knowledge on work-life balance and all the necessary support to run for elected office and/or take on other leadership roles in their communities. The group will also collaborate with the Girl Guides of Prince Edward Island to develop two "Girls Parliaments" to encourage girls to play a leading role in their communities. Women and girls will be empowered to fully participate in democratic life by bringing their experience and perspective to decision and policy-making tables.</p> <p>Ce projet de 36 mois permettra de faire en sorte que les processus décisionnels gouvernementaux tiennent compte des expériences variées des femmes de l'Île-du-Prince-Édouard. Ce projet sera axé sur l'acquisition des compétences par le biais de divers ateliers, groupes de discussion et un forum de trois jours avec des dirigeants d'expérience. Les femmes et jeunes filles auront ainsi la possibilité d'acquies des connaissances sur la conciliation travail-famille et d'obtenir toute l'aide dont elles ont besoin pour se présenter aux élections ou jouer un rôle de chef de file au sein de leurs collectivités. Le groupe collaborera également avec les Guides de l'Île-du-Prince-Édouard pour organiser deux « parlements de jeunes filles » dont le but sera d'encourager les jeunes filles à jouer un rôle de chef de file au sein de leurs collectivités. Les femmes et les jeunes filles participantes seront outillées pour participer pleinement à la vie démocratique en mettant à profit leur expérience et leur point de vue dans les processus de prise de décisions et d'élaboration de politiques.</p>	Leadership	\$197,960

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11 2010-2011	Ontario	YWCA Cambridge	Girls Leadership Project (GLP) [Projet d'apprentissage de la responsabilité pour les adolescentes]	<p>This 24-month project will provide leadership opportunities for girls aged 12-18 years that are girl-led, strength-based and girl-focused. The first phase of the project will focus on the development of leadership skills and abilities for young women using local community women leaders as mentors and role models. The second phase of the project will see the participants using their voices to raise awareness in their community. Participants will develop, plan, and implement the project activities, based on the interests and needs of girls in the community.</p> <p>Ce projet de 24 mois offrira à des adolescentes de 12 à 18 ans des occasions d'acquies des compétences en animation dans le cadre d'activités animées par des adolescentes, fondées sur la force et axées sur les adolescentes. La première phase du projet cherchera avant tout à permettre aux participantes d'acquies diverses compétences grâce à l'exemple de femmes bien en vue dans la collectivité, qui joueront auprès d'elles le rôle de mentores. La deuxième phase leur permettra de s'exprimer pour sensibiliser leur milieu. Les participantes élaboreront, planifieront et réaliseront les activités du projet en fonction de leurs intérêts et des besoins des adolescentes de leur collectivité.</p>	Leadership	\$145,167
12 2010-2011	National	Plan Canada	Because I am a Girl Clubs [Clubs « Parce que je suis une fille »]	<p>The 36-month project aims to establish a network of girl-led clubs across Canada to empower girls and young women to assume leadership roles in their schools and communities. The project will provide an opportunity for girls between the ages of 12 and 18 to gain an increased understanding of the links between domestic and international girl-relevant issues and become global civic actors. Based on the knowledge and skills gained, the Club members will implement youth-led activities in their schools and communities to increase awareness of gender-based discrimination and barriers girls face nationally and internationally, and opportunities for change. Throughout the project, the organization will focus on building partnerships with school boards to encourage the integration of the project in support of building girls programming in schools across the country.</p> <p>Le projet de 36 mois vise à établir un réseau national de clubs dirigés par des filles afin de donner aux filles et aux jeunes femmes les moyens d'occuper des postes de responsabilité au sein de leurs écoles et collectivités. Le projet donnera à des filles de 12 à 18 ans l'occasion de mieux comprendre les liens entre les enjeux nationaux et internationaux se rapportant aux filles et de devenir des citoyennes du monde. Grâce aux connaissances et aux compétences acquises, les membres du club mettront en œuvre des activités dirigées par des jeunes dans leur école et leur collectivité, afin de faire mieux connaître la discrimination fondée sur le sexe et les obstacles qui doivent surmonter les filles au pays et à l'étranger ainsi que les occasions de changement. Tout au long du projet, l'organisme axera ses efforts sur l'établissement de partenariats avec les conseils scolaires en vue d'encourager l'intégration du projet à l'appui de la mise en place de programmes destinés aux filles dans les écoles d'un bout à l'autre du pays.</p>	Leadership	482,110
13 2010-2011	National	Canadian Women's Foundation / Fondation canadienne des femmes	Building the Field of Teen Healthy Relationship and Violence Prevention Programs [Renforcer les programmes de prévention de la violence et de promotion des relations saines qui s'adressent aux adolescentes et aux adolescents]	<p>This 24-month project will bring together youth and youth representatives from across Canada who have participated in projects funded by the Canadian Women's Foundation under its Healthy Relationships Program over the past five years, in order to share best practices in building healthy relationships and in changing attitudes towards women and girls. These identified best practices will be disseminated among the organizations present and thousands of youth served by them. Canadian Women's Foundation will then conduct a follow-up and evaluation to measure the impact of the knowledge transfer. Additionally, a special youth advisory council will be formed and will assist in the development of the national meeting, the lead-up and follow-up.</p> <p>Ce projet de 24 mois réunira des jeunes et des porte-parole des jeunes de partout au Canada qui ont participé, au cours des cinq dernières années, à des projets financés par la Fondation canadienne des femmes, dans le cadre de son programme Relations saines. On mettra en commun les pratiques exemplaires pour établir de saines relations et changer les mentalités à l'égard des femmes et des filles. Les pratiques exemplaires ayant été cernées seront communiquées aux organismes représentés et aux milliers de jeunes qui reçoivent leurs services. La Fondation canadienne des femmes effectuera ensuite un suivi et une évaluation afin de mesurer l'incidence du transfert des connaissances. De plus, un conseil consultatif spécial, formé de jeunes, sera mis sur pied. Ce conseil participera à l'organisation de la réunion nationale ainsi qu'à l'avant-réunion et au suivi.</p>	Violence	558,800

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14	West / Ouest	Eva BC	Lions Share: Violence Against Women Education [Les Lions font leur part : Sensibilisation à la violence faite aux femmes]	<p>This 36-month project will seek to reduce violence against women and girls by joining with the BC Lions to increase the understanding of the impact of men's violence against women. The project will focus on educating bystanders, and more specifically youth from grades 8 to 12, about what they can do to take a stand to prevent and stop violence against women. Although this project will target both genders, a particular emphasis will be put on engaging boys and men, including football coaches and their teams, with a view of promoting greater understanding that violence against women is not solely a women's issue but also an issue of concern to men. The project will use a multi-prong approach to build awareness and positively impact behaviours, including the development and delivery of school-based interactive educational workshops about gender-based violence facilitated by BC Lions players, training presented to adult football coaches, a multimedia campaign featuring the BC Lions, the development and distribution of a film and viewer's guide directed at youth. The strategies will culminate in a symposium where learnings, tools, and other best practices will be shared with key stakeholders from across the province and with other jurisdictions.</p> <p>Ce projet de 36 mois cherchera à réduire la violence faite aux femmes et aux filles en partenariat avec l'équipe des Lions de la C.-B. afin de faire mieux comprendre l'incidence de la violence des hommes contre les femmes. Le projet visera principalement à sensibiliser les témoins de la violence, tout particulièrement les jeunes de la 8e à la 12e année, aux mesures qu'elles et ils peuvent prendre pour prévenir la violence envers les femmes et y mettre fin. Même si ce projet ciblera les deux sexes, on tâchera tout particulièrement de faire participer les garçons et les hommes, y compris les entraîneurs de football et leurs équipes, afin de leur faire mieux comprendre que la violence faite aux femmes n'est pas seulement un problème se rapportant aux femmes, mais un enjeu dont les hommes aussi doivent se préoccuper. Le projet reposera sur une démarche à volets multiples pour influencer positivement les comportements. À cette fin, on élaborera et organisera des ateliers éducatifs et interactifs sur la violence sexiste qui seront présentés dans les écoles par des joueurs des Lions de la C.-B. On donnera une formation sur cette question aux entraîneurs de football. On mènera une campagne multimédia qui mettra en vedette les Lions de la C.-B. Enfin, on produira et distribuera un film accompagné d'un guide d'écoute qui sera axé sur les jeunes. Le projet se terminera par un colloque où les connaissances acquises, des outils et d'autres pratiques exemplaires seront échangés avec les principales intervenantes et les principaux intervenants de la Colombie-Britannique et d'autres provinces ou territoires.</p>	Violence	541,900
15	Ontario	Women's Support Network of York Region	Blueprint Theme 5. Using gender-based analysis to improve community safety [Projet-modèle — Thème 5 : Améliorer la sécurité des collectivités grâce à l'analyse comparative entre les sexes]	<p>This 24 month project takes an innovative approach in the promotion of community safety by addressing the needs of young girls at risk of sexual exploitation and human trafficking in the York Region. The project will focus on the development of inter-agency protocols, guidelines and best practices to ensure appropriate responses by service providers to intra-regional trafficking of young girls and women. The project is undertaking innovative prevention work by targeting business owners across the region through workshops which help them recognize the signs of exploitation and human trafficking. Results will be shared with organizations working on similar issues.</p> <p>Ce projet de 24 mois utilise une approche novatrice pour promouvoir la sécurité communautaire, en répondant aux besoins des jeunes filles à risque d'exploitation sexuelle et de traite des personnes dans la région de York. Le projet mettra l'accent sur l'élaboration de protocoles interorganismes, de lignes directrices et de pratiques exemplaires pour s'assurer que les prestataires de services réagissent de manière appropriée à la traite intrarégionale des jeunes filles et des femmes. Le projet utilise des méthodes de prévention innovatrices en ciblant les propriétaires d'entreprises de la région par l'entremise d'ateliers qui les aident à reconnaître les signes d'exploitation et de traite des personnes. Les résultats seront communiqués à d'autres organismes qui traitent des enjeux.</p>	Violence	\$213,574

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16 2010-2011	West / Ouest	Antidote: Multiracial Girls and Women's Network	Blueprint Theme 6. Engaging youth in preventing violence against women and girls [Projet-modèle — Theme 6 : Impliquer les jeunes dans la prévention de la violence faite aux filles et aux femmes]	<p>This project will develop/adapt approaches to engaging youth in violence prevention in southern Vancouver Island. The main target population of the project will be women and girls, with at least one program for boys and young men. Working with these youth, the project will develop culturally sensitive, participatory, youth-led, arts-based and multi-media programs that empower youth to name the realities of violence in their own voice and to communicate this reality to others. Intergenerational and youth advisory committees will be established to guide the development and evaluation of the project. The organization will also partner with organizations serving immigrant and indigenous women/girls and youth in southern Vancouver Island.</p> <p>Dans le cadre de ce projet d'une durée de 24 mois, on concevra et adaptera des approches pour impliquer les jeunes dans la prévention de la violence dans le sud de l'île de Vancouver. Les femmes et les filles seront la principale population cible du projet; au moins un programme s'adressera aux garçons et aux jeunes hommes. Ce projet vise à élaborer avec ces jeunes des programmes participatifs, respectueux des différences culturelles, dirigés par des jeunes et fondés sur les arts et les médias, qui donneront aux jeunes les moyens d'exprimer la réalité de la violence dans leurs propres mots et de faire connaître cette réalité à d'autres. On créera des comités intergénérationnels et des comités consultatifs de jeunes pour orienter l'élaboration et l'évaluation du projet. L'organisme s'associera aussi à d'autres organismes au service des femmes et de la jeunesse des milieux immigrants et autochtones du sud de l'île de Vancouver.</p>	Violence	\$115,764
17 2010-2011	West / Ouest	Check Your Head: The Youth Global Education Network	Blueprint Theme 6. Engaging youth in preventing violence against women and girls [Projet-modèle — Theme 6 : Impliquer les jeunes dans la prévention de la violence faite aux filles et aux femmes]	<p>This 24-month project will develop/adapt approaches to engaging youth in violence prevention. Youth will identify issues of violence affecting girls and young women in their communities, expand their knowledge of these issues, develop leadership skills, and deliver innovative youth-led projects to address the issues within their communities. The specific target population for this project will be youth in communities in British Columbia, specifically in Aboriginal and northern communities. Peer facilitators and mentors, young women and men aged 18-25, will receive enhanced training in facilitation skills, gender-based analysis, and issue-based knowledge on violence against women in order to work effectively with youth in their communities.</p> <p>Dans le cadre de ce projet d'une durée de 24 mois, on concevra et adaptera des approches pour impliquer les jeunes dans la prévention de la violence. Des jeunes détermineront comment la violence touche les filles et les jeunes femmes dans leur collectivité, amélioreront leur connaissance du problème, feront l'acquisition de compétences d'animation et dirigeront des projets novateurs visant à éliminer cette violence dans leur collectivité. Les jeunes des collectivités de la Colombie-Britannique, particulièrement dans les collectivités autochtones et nordiques, constitueront la population cible de ce projet. Des femmes et des hommes de 18 à 25 ans offriront des services d'animation et de mentorat. Pour ce faire, ils recevront une formation poussée en animation et en analyse comparative entre les sexes, et acquerront des connaissances sur les enjeux relatifs à la violence faite aux femmes afin d'intervenir efficacement auprès des jeunes de leur collectivité.</p>	Violence	\$81,280
18 2010-2011	Atlantic / Atlantique	Collectivité ingénieuse de la Péninsule acadienne (CIPA) Inc.	Blueprint Theme 6. Engaging youth in preventing violence against women and girls [Projet-modèle — Theme 6 : Impliquer les jeunes dans la prévention de la violence faite aux filles et aux femmes]	<p>Dans le cadre de ce projet de 24 mois, on concevra et adaptera des approches de prévention de la violence. Des jeunes des collectivités acadiennes et francophones du Nouveau-Brunswick détermineront comment la violence touche les filles et les jeunes femmes dans leur collectivité, amélioreront leur connaissance du problème, feront l'acquisition de compétences d'animation et dirigeront des projets novateurs visant à éliminer cette violence dans leur collectivité. Le projet sera mené par des jeunes femmes de 14 à 21 ans qui utiliseront des technologies innovatrices pour communiquer et collaborer avec les jeunes de leur communauté.</p> <p>This 24-month project will develop or adapt violence prevention approaches. Young people from New Brunswick's Acadian and francophone communities will determine how violence affects girls and young women in their community, expand their understanding of the issue, develop leadership skills and run innovative projects for eliminating this violence in their communities. The project will be run by young women aged 14 to 21 who will use innovative technologies to communicate and work with the young people in their communities.</p>	Violence	\$195,644

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19	Québec	Concertation des luttes contre l'exploitation sexuelle	Blueprint Theme 6. Engaging youth in preventing violence against women and girls [Projet-modèle — Thème 6 : Impliquer les jeunes dans la prévention de la violence faite aux filles et aux femmes]	<p>Ce projet de 24 mois prévoit la conception et l'adaptation de modèles d'implication des jeunes selon les réalités à partir d'outils s'adressant aux jeunes qui traitent de sujets tels que l'hypermésexualisation et l'exploitation sexuelle. Ce projet qui s'adresse aux jeunes, sera mis en œuvre par les jeunes. Il vise à accroître leurs connaissances de la problématique, acquérir des compétences pour animer des groupes et diriger des projets novateurs visant à éliminer la violence dans leur collectivité. Des filles issues de communautés minoritaires et racisées des quartiers les plus défavorisés de Montréal (St-Michel, Montréal-Nord et Parc-Extension) seront touchées par ce projet. Le groupe compte également rejoindre d'autres régions canadiennes, en particulier l'Ontario, où il existe un réseau francophone.</p> <p>This 24-month project plans to develop and adapt models for involving youth based on realities using tools intended for young people dealing with issues such as hypersexualization and sexual exploitation. This project, which is intended for young people, will be run by young people. It seeks to expand their knowledge of the issues, acquire skills for leading groups and running innovative projects for eliminating violence in their communities. Girls from minority and racialized communities in Montreal's most underprivileged neighbourhoods (St-Michel, Montréal-Nord and Parc-Extension) will be targeted by this project. The group also plans to reach other Canadian regions, especially Ontario, where there is a francophone network.</p>	Violence	\$270,348
20	West/ Ouest	Justice Education Society of BC	Blueprint Theme 6. Engaging youth in preventing violence against women and girls [Projet-modèle — Thème 6 : Impliquer les jeunes dans la prévention de la violence faite aux filles et aux femmes]	<p>This 24-month project will develop/adapt approaches to engaging youth in violence prevention. Youth who are active in social justice-related school projects and clubs will be trained and supported as community leaders. The target population will be both boys and girls in grades 6 to 12, including immigrant and Aboriginal youth in Greater Vancouver, Vancouver Island, Okanagan, and the Northern Region. The project will link in with an existing campaign, "We Can End All Violence Against Women BC Campaign", which actively employs gender-based analysis and community leadership for violence prevention. As the campaign is run by a coalition of organizations serving diverse communities, the project will benefit from the support of a pre-established network of partners which includes women's groups, teachers, service agencies and others. Youth will identify issues of violence affecting girls and young women in their communities, expand their knowledge of these issues, develop leadership skills, and deliver innovative youth-led projects to address the issues within their communities.</p> <p>Dans le cadre de ce projet d'une durée de 24 mois, on concevra et adaptera des approches pour impliquer les jeunes dans la prévention de la violence. Des jeunes qui participent activement, en milieu scolaire, à des projets et à des clubs ayant trait à la justice sociale recevront une formation et du soutien pour devenir une force d'entraînement dans la collectivité. Le projet ciblera les élèves de la 6e à la 12e année, y compris les jeunes autochtones et les jeunes du milieu immigrant, dans la région métropolitaine de Vancouver, l'île de Vancouver, l'Okanagan et le nord de la province. Le projet établira des liens et avec la campagne « We Can End All Violence Against Women BC Campaign » [Nous pouvons mettre un terme à la violence contre les femmes], qui utilise activement l'analyse comparative entre les sexes et qui fait appel aux responsables locaux pour prévenir la violence. Puisque la campagne est menée par une coalition d'organismes au service de diverses communautés, le projet profitera de l'appui d'un réseau existant de partenaires, qui comprend entre autres des groupes de femmes, des enseignantes et des enseignants, et des organismes de services. Des jeunes détermineront comment la violence touche les filles et les jeunes femmes dans leur collectivité, amélioreront leur connaissance du problème, feront l'acquisition de compétences d'animation et dirigeront des projets novateurs visant à éliminer cette violence dans leur collectivité.</p>	Violence	\$200,000

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21	Ontario	Lanark County Interval House	Blueprint Theme 6. Engaging youth in preventing violence against women and girls "My Webworld: Truth for Rural Youth" [Projet-modèle — Thème 6 : Impliquer les jeunes dans la prévention de la violence faite aux filles et aux femmes [Ma toile à moi : la vérité pour les jeunes en milieu rural]	<p>This 24 month project will engage youth aged 12-18 in the communities of Perth, Smith Falls, Carleton Place, Mississippi Mills, and rural areas of Lanark County using web-based technology to raise awareness on the issue of violence against women and girls. Youth will identify topics of concern (such as cyber-safety, bullying, and sexualized violence) which will inform the development of an interactive website, discussion forum and other web resources. Workshops and training sessions will take place to further explore topics of concern. Partnerships with local resources providing free internet access are in place to ensure access to the tools and resources developed throughout the project.</p> <p>Ce projet de 24 mois intitulé « My Webworld: Truth for Rural Youth » [Ma toile à moi : la vérité pour les jeunes en milieu rural] mobilisera, au moyen de technologies en ligne, des jeunes de 12 à 18 ans des localités de Perth, Smith Falls, Carleton Place et Mississippi Mills ainsi que des régions rurales du comté de Lanark pour les sensibiliser au problème de la violence faite aux femmes et aux filles. Les jeunes cibleront des questions préoccupantes (telles que la cybersécurité, l'intimidation et la violence sexualisée) qui inspireront la production d'un site Web interactif, de forums de discussion et d'autres ressources en ligne. On organisera des ateliers et des séances de formation pour approfondir les questions préoccupantes. On a mis en place des partenariats avec des ressources locales pour offrir un accès gratuit à Internet afin de garantir la disponibilité des outils et des ressources élaborés tout au long du projet.</p>	Violence	\$200,000
22	Ontario	METRAC Metropolitan Action Committee	Blueprint Theme 6. Engaging youth in preventing violence against women and girls [Projet-modèle — Thème 6 : Impliquer les jeunes dans la prévention de la violence faite aux filles et aux femmes]	<p>This 24 month project will engage marginalized youth aged 15 to 18 years in the Greater Toronto Area in violence prevention. A needs assessment and gender based analysis will be conducted in order to identify issues of violence affecting girls and young women in the community. Training and mentorship will be provided to young women in order to lead the project. A recognized peer-to-peer approach will be used in order to influence and mentor other youth. Project results will be shared with other organizations working to address similar issues.</p> <p>Ce projet de 24 mois mobilisera des jeunes de 15 à 18 ans de la région du Grand Toronto en faveur de la prévention de la violence. On procédera à une évaluation des besoins et à une analyse comparative entre les sexes afin de cerner les problèmes de violence qui touchent les filles et les jeunes femmes de la collectivité. On offrira aux jeunes femmes une formation et du mentorat pour leur permettre d'animer le projet. On utilisera une approche éprouvée de travail entre pairs afin d'influencer et de mentorer d'autres jeunes. Les résultats du projet seront communiqués à d'autres organismes qui cherchent à régler des problèmes semblables.</p>	Violence	\$200,000

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23	Atlantic / Atlantique	Resource Centre for Youth (TRC) of Greater Saint John	Blueprint Theme 6. Engaging youth in preventing violence against women and girls [Projet-modèle — Thème 6 : Impliquer les jeunes dans la prévention de la violence faite aux filles et aux femmes]	<p>This 24-month project will develop/adapt approaches to engaging youth in violence prevention. The project will target the population of Saint John, New Brunswick, with a focus on five low-income neighbourhoods. Youth will identify the issues of violence affecting girls and young women in their communities, expand their knowledge of these issues, develop leadership skills, and deliver innovative youth-led projects to address the issues within their communities. This project will build on existing community youth engagement programs to empower young women and young men to become involved in their community and break the generational cycle of violence. Participants in this project will be able to transfer the acquired knowledge and skills to their families and communities. In partnership with Vibrant Communities Saint John, practices will be shared with other communities in an effort to expand the scope of impact.</p> <p>Dans le cadre de ce projet d'une durée de 24 mois, on concevra et adaptera des approches pour impliquer les jeunes dans la prévention de la violence. Le projet ciblera la population de Saint John, au Nouveau-Brunswick, particulièrement celle de cinq quartiers à faible revenu. Des jeunes détermineront comment la violence touche les filles et les jeunes femmes dans leur collectivité, amélioreront leur connaissance du problème, feront l'acquisition de compétences d'animation et dirigeront des projets novateurs visant à éliminer cette violence dans leur collectivité. Le projet fera fond sur les programmes de participation des jeunes existant dans la collectivité afin de donner aux jeunes femmes et aux jeunes hommes les moyens de s'engager dans leur collectivité et de rompre le cycle générationnel de la violence. Les participantes et les participants à ce projet seront en mesure de transférer les connaissances et les compétences acquises à leur famille et à leur collectivité. En partenariat avec Vibrant Communities Saint John, les pratiques seront communiquées à d'autres collectivités dans le but d'élargir la portée du projet.</p>	Violence	\$189,400
24	Ontario	Social Services Network for the York Region	Blueprint Theme 6. Engaging youth in preventing violence against women and girls [Projet-modèle — Thème 6 : Impliquer les jeunes dans la prévention de la violence faite aux filles et aux femmes]	<p>This 24-month project will engage South Asian youth in the York Region in addressing the issue of violence in their community. Youth will receive training in order to organize and facilitate workshops on the issue of violence against South Asian girls, teens, and young women. Potential topics could include: honour-based violence, silence associated with violence against women in South Asian communities, and forced marriage. Workshops will be delivered to other community youth and their families in places of worship, South Asian organizations, and other relevant local-level mainstream service sector organizations. Results will be shared with organizations working on similar issues.</p> <p>Ce projet de 24 mois engagera des jeunes Sud-Asiatiques de la région de York dans la lutte contre la violence au sein de leur communauté. Les jeunes recevront une formation afin d'organiser et d'animer des ateliers sur la violence contre les filles, les adolescentes et les jeunes femmes sud-asiatiques. On pourrait entre autres se pencher sur des questions telles que la violence perpétrée au nom de l'honneur, le silence associé à la violence faite aux femmes dans les communautés sud-asiatiques et le mariage forcé. Des ateliers seront offerts à d'autres jeunes de la communauté et à leur famille dans des lieux de culte, à des organismes sud-asiatiques et à d'autres organismes locaux pertinents du secteur des services. Les résultats seront communiqués à d'autres organismes qui traitent des enjeux similaires.</p>	Violence	\$200,000
25	National	The Students Commission of Canada / La Commission des étudiants du Canada	Blueprint Theme 6. Engaging youth in preventing violence against women and girls [Projet-modèle — Thème 6 : Impliquer les jeunes dans la prévention de la violence faite aux filles et aux femmes]	<p>This 24-month project will develop/adapt approaches to engaging youth in violence prevention. Youth will identify the issues of violence affecting girls and young women in their communities, expand their knowledge of these issues, develop leadership skills, and deliver innovative youth-led projects to address the issues within their communities. The project will work with Aboriginal, newcomer and visible minority girls, boys, young women and young men in four communities: Toronto, Thunder Bay and the Summer Beaver Settlement in Ontario as well as Saskatoon, Saskatchewan.</p> <p>Dans le cadre de ce projet d'une durée de 24 mois, on concevra et adaptera des approches de prévention de la violence. Des jeunes détermineront comment la violence touche les filles et les jeunes femmes dans leur collectivité, amélioreront leur connaissance du problème, feront l'acquisition de compétences d'animation et dirigeront des projets novateurs visant à éliminer cette violence dans leur collectivité. Le projet interviendra auprès des filles, des garçons, des jeunes femmes et des jeunes hommes nouvellement arrivés, autochtones ou membres d'une minorité visible, dans quatre collectivités : Toronto, Thunder Bay et le Summer Beaver Settlement, en Ontario, et Saskatoon, en Saskatchewan.</p>	Violence	\$195,300

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26	Ontario	Victim Services Program of Toronto Inc.	Blueprint Theme 6. Engaging youth in preventing violence against women and girls [Projet-modèle — Thème 6 : Impliquer les jeunes dans la prévention de la violence faite aux filles et aux femmes]	<p>This 24-month project will develop and adapt approaches to engaging youth ages 12 – 18 from various ethnic populations in high-priority Toronto neighborhoods in violence prevention. Building on the success of Project T.E.A.R. (Teens Ending Abusive Relationships) which is currently delivered in Toronto area schools, the project will tailor workshops to specifically address the issue of violence against women and girls which will be culturally relevant for participants, as well as appropriate for youth with disabilities. Activities will include a youth leadership program incorporating youth-led working groups to analyze community concerns. Focus groups will be held in targeted areas to identify emerging issues such as culturally-motivated violence, gang violence, sexual abuse, and bullying which will be integrated into project workshops. Project results will be shared throughout the region.</p> <p>Ce projet de 24 mois permettra d'élaborer et d'adapter diverses approches pour engager dans des activités de prévention de la violence des jeunes de 12 à 18 ans appartenant à diverses populations ethniques de quartiers prioritaires à Toronto. Le projet, qui fera fond sur la réussite du Projet T.E.A.R. (Teens Ending Abusive Relationships), actuellement offert dans des écoles torontoises, vise à présenter des ateliers conçus expressément pour prévenir la violence envers les femmes et les filles; ces ateliers seront adaptés à la culture des élèves et pourront être suivis par des élèves ayant un handicap. Les activités comprendront un programme de formation comportant des groupes de travail animés par des jeunes pour analyser les préoccupations de la collectivité. On organisera des groupes de discussion dans certains secteurs ciblés pour repérer les problèmes émergents tels que la violence commise pour des motifs culturels, la violence attribuable aux gangs de rue, les agressions sexuelles et l'intimidation. On intégrera les constatations aux ateliers du projet. Les résultats du projet seront diffusés à l'échelle de la région.</p>	Violence	\$168,000
27	Québec	Women In Cities International / « Femmes et villes international »	Blueprint Theme 6. Engaging youth in preventing violence against women and girls [Projet-modèle — Thème 6 : Impliquer les jeunes dans la prévention de la violence faite aux filles et aux femmes]	<p>Ce projet de 24 mois prévoit la conception et l'adaptation d'approches de prévention de la violence en lien avec le mouvement 'safe cities for women'. Le projet rejoindra des filles entre 13 et 17 ans, surtout dans les quartiers défavorisés de Montréal. Différents outils de communications seront utilisés afin que des membres de la communauté, les jeunes et d'autres organismes prennent part au projet. Le mentorat et les échanges avec les paires permettront aux jeunes d'être sensibilisés aux facteurs liés à la violence faite aux femmes ainsi qu'aux moyens de les prévenir. Le groupe va évaluer sa méthode afin de l'adapter à d'autres villes canadiennes.</p> <p>This 24-month project is intended to develop and adapt violence prevention approaches in connection with the 'safe cities for women' movement. The project will reach girls between 13 and 17 years of age, especially in Montreal's underprivileged neighbourhoods. Various communication tools will be used in order to engage community members, young people and other organizations. Mentoring and discussions with peers will educate young people about the factors connected with violence against women and the ways to prevent it. The group will evaluate its method in order to adapt it to other Canadian cities.</p>	Violence	\$199,070
28	Ontario	Women's Multicultural Resource and Counselling Centre of Durham	Blueprint Theme 6. Engaging youth in preventing violence against women and girls [Projet-modèle — Thème 6 : Impliquer les jeunes dans la prévention de la violence faite aux filles et aux femmes]	<p>This 24-month project will engage youth from diverse cultural backgrounds in the Durham region to address the issue of systemic violence in their region. A gender based analysis and needs assessment will be conducted in order to inform the project development. A number of youth will be trained as leaders to deliver a series of workshop presentations throughout the community, as well as organize community events with service providers and other relevant resource centres. Participants will gain a greater understanding of gender-based violence, will develop leadership skills, and will actively contribute to reducing incidences of violence in their community. Project tools and results will be shared throughout the region.</p> <p>Ce projet de 24 mois fera appel à des jeunes de divers horizons culturels de la région de Durham pour s'attaquer au problème de la violence systémique dans leur région. On réalisera une analyse comparative entre les sexes et une évaluation des besoins afin d'éclairer l'élaboration du projet. Un certain nombre de jeunes recevront une afin de pouvoir animer une série d'ateliers dans la collectivité et d'organiser des activités communautaires avec des prestataires de services et d'autres centres de ressources compétents. Ces jeunes apprendront à mieux connaître la violence sexiste, acquerront des compétences en animation et contribueront activement à la réduction de la violence au sein de leur collectivité. Les outils et les résultats du projet seront diffusés dans toute la région.</p>	Violence	\$75,000

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2010-11	Ontario	YWCA of Hamilton / YWCA de Hamilton	Blueprint Theme 6. Engaging youth in preventing violence against women and girls [Projet-modèle — Thème 6 : Impliquer les jeunes dans la prévention de la violence faite aux filles et aux femmes]	In this 24 month project, YWCA Hamilton will pilot a youth-led education, outreach and community-based model. Partnering with the White Ribbon Campaign, youth will identify the issues of violence affecting girls and young women in their communities, expand their knowledge of these issues, develop leadership skills, and address these issues within their communities. Results and lessons learned will be shared with partner organizations across Ontario and throughout Canada in support of programs that engage young men and women in violence prevention. La YWCA Hamilton fera l'essai, durant une période de 24 mois, d'un modèle jeunesse d'éducation communautaire et de prise de contact. De concert avec la Campagne du ruban blanc, des jeunes cerneront les problèmes de violence qui touchent les filles et les jeunes femmes de leur collectivité, approfondiront leur connaissance de ces problèmes, acquerront des compétences d'animation et s'attaqueront à ces problèmes au sein de leur collectivité. Les résultats et les enseignements du projet seront communiqués aux organismes partenaires en Ontario et ailleurs au Canada afin d'encourager la réalisation de programmes qui impliquent les jeunes des deux sexes dans la prévention de la violence.	Violence	\$199,974
2010-2011	Atlantic / Atlantique	Tri-County Women's Centre Society	Addressing Sexual Violence Prevention Through Civic Engagement and Resource Development	This 18-month project aims to reduce the incidence and impact of sexual violence in women and girls in the Tri-County area (South West Nova Scotia). Building on a previous project, the organization will engage young women and young men, as well as service providers and other community members, to develop resources and create opportunities to address sexual violence and hyper-sexualization. Participants increase their understanding of sexual violence and hyper-sexualization and its impact on the security of young women. A blueprint of services and programs that can be effective in the prevention and reduction of sexual violence against young women will be developed with a focus on a response protocol to help women in their communities who are victims of sexual assault. Ce projet de 18 mois vise à réduire l'incidence et les conséquences de la violence sexuelle faite aux femmes et aux filles dans le sud-ouest de la Nouvelle-Écosse (région de Tri-County). Ce projet fait suite à un autre et a pour but d'impliquer jeunes femmes et jeunes hommes, ainsi que des prestataires de services et d'autres membres de la collectivité, afin de concevoir du matériel et de créer des occasions de parler de la violence sexuelle et de l'hypersexualisation. Les participantes et participants comprendront mieux la violence sexuelle et l'hypersexualisation ainsi que leurs conséquences pour la sécurité des jeunes femmes. On mettra au point un cadre de programmation et de service de nature à prévenir et à réduire efficacement la violence sexuelle contre les jeunes femmes; on s'attachera en particulier à implanter un protocole afin de pouvoir aider les victimes dans leur communauté.	Violence	\$109,593
2010-11	Atlantic / Atlantique	Antigonish Women's Resource Centre & Sexual Assault Services Association	Resisting Violence: Rural Women and Girls Take Action [Résister à la violence : les femmes et les filles des régions rurales passent à l'action]	This 27-month project will build the capacity of rural young women and young men in the Antigonish, Guysborough and Richmond counties. It will influence communities to take action against violence against women in a hyper-sexualized culture and, engage them in addressing issues such as sexual violence, cyber-violence, "sexting" and internet luring. Young women will be engaged to facilitate focus groups with adolescent girls and boys and coordinate participating youth in the development and delivery of violence prevention campaigns. Key communities will be engaged in developing comprehensive violence prevention and reduction action plans. In addition, workshops will be offered and key learnings will be shared through a provincial knowledge transfer forum. Ce projet de 27 mois renforcera les capacités des jeunes femmes et des jeunes hommes habitant en milieu rural dans les comtés d'Antigonish, de Guysborough et de Richmond. Il incitera les collectivités à agir contre la violence faite aux femmes dans une culture hypersexualisée et les mobilisera pour qu'elles luttent contre des problèmes tels que la violence sexuelle, la cyberviolence, les « sextos » et le lurre par Internet. On demandera à des jeunes femmes d'animer des groupes de discussion réunissant des adolescentes et des adoléscentes, et d'aider les jeunes participantes et participants à élaborer et à exécuter des campagnes de prévention de la violence. Des collectivités clés prendront part à la conception des plans d'action détaillés pour la prévention et la réduction de la violence. De plus, des ateliers seront offerts et les apprentissages clés seront communiqués dans une tribune provinciale de transfert des connaissances.	Violence	\$199,914

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2011-12	Atlantic / Atlantique	Bay St. George Status of Women Council	The GURL Project - Girls United and Ready to Lead [Le Projet des filles unies et prêtes à prendre l'initiative]	<p>The goal of the 24 month GURL project is to develop capacities among young girls and young women to become leaders in the Bay St. George area. This project will address the needs of rural girls and young women in the Bay St. region by enabling girls and women to develop leadership skills through a youth-led assessment, skills development workshops and personal action plans. The project will increase the girls' understanding of themselves, their strengths and their ability to contribute as youth leaders. Furthermore, participants will have the capacity to serve as peer supports for other youth and will have developed the abilities to lead and carry out youth initiatives in their own communities.</p> <p>Le but de ce projet de 24 mois est d'accroître les capacités d'animation en prévention de la violence chez les filles et les jeunes femmes de la région de Bay St. George, à Terre-Neuve-et-Labrador. Les filles et jeunes femmes participeront à une évaluation des besoins dirigée par des jeunes qui consiste en une série d'ateliers sur la planification, l'élaboration, la coordination et la réalisation d'initiatives pour les jeunes sur les problèmes de violence au sein de leur propre collectivité. Ces filles et jeunes femmes seront jumelées à des représentantes et représentants communautaires, puis deviendront des conseillères auprès d'autres jeunes. Elles pourront alors créer des projets dirigés par les jeunes et devenir les représentantes jeunes de divers comités communautaires où elles pourront faire valoir les problèmes prioritaires pour les jeunes. L'organisme diffusera les résultats d'évaluation, les modules des ateliers et les outils du projet aux partenaires des collectivités rurales.</p>	Leadership	\$146,200
2011-2012	West / Ouest	YWCA Vancouver	YWCA Leadership Program for Girls in Surrey [Programme d'apprentissage de la responsabilité pour les filles de Surrey, de la YWCA]	<p>The goal of this 36 month project is to empower Grade 7 girls from Surrey as they prepare to make the critical transition from elementary school to high school within the context of a city that presents many challenges and dangers for young women from this age group, particularly those from ethnic communities. The YWCA Vancouver will aim to reduce violence against young women and enhance protective factors by assisting young girls develop their leadership skills through the combined efforts of grassroots organizations in Surrey. This project uses a unique intergenerational and intercultural model of learning that turns girls' vulnerability into an opportunity for empowerment. The project includes intergenerational mentors, high school and post secondary student volunteers, timely education on girls' issues and community service learning and participation and the engagement of the parents throughout the process.</p> <p>Le but de ce projet de 36 mois est d'accroître l'autonomie des filles en septième année à Surrey, en C. B., qui se préparent à passer de l'école primaire à l'école secondaire dans un milieu urbain qui présente de nombreux défis et dangers pour les jeunes filles de ce groupe d'âge, particulièrement celles qui sont issues de communautés ethniques. Le YWCA de Vancouver travaillera à réduire la violence faite aux jeunes filles et à augmenter les facteurs de protection en aidant les jeunes filles à renforcer leur habiletés à gérer de façon autonome leur capacités de décision grâce aux efforts concertés d'organismes communautaires à Surrey. Ce projet s'appuiera sur un modèle d'apprentissage intergénérationnel et interculturel unique en son genre qui transforme la vulnérabilité des filles en occasions d'accroître leur autonomie. Le projet comprend des composantes de mentorat intergénérationnel, d'apprentissage communautaire et de service communautaire. Il fera appel à la participation de bénévoles des écoles secondaires et des établissements d'enseignement postsecondaires, afin d'éduquer en temps opportun les filles aux problèmes qui leur sont propres. Les parents seront impliqués du début à la fin du projet.</p>	Violence	\$259,550
2011-12	Québec	YWCA Montréal	J'y serai	<p>This 36 month project focuses on the issue and various forms of violence facing girls in the transition from primary to secondary school in Montreal. It will include a high school based mentorship pilot project for girls, outreach to schools, development of a model and tools that could be replicated by schools, as well as training for school personnel to facilitate the program with both boys and girls.</p> <p>D'une durée de 36 mois, ce projet aborde la problématique de la violence — sous toutes ses formes — vécue par les filles quand elles entrent au secondaire à Montréal. Il comprendra : un projet-pilote de mentorat en milieu scolaire pour les filles, une prise de contact avec les écoles, la conception d'un modèle et d'outils qui pourront être reproduits par les écoles, ainsi que la formation de personnel scolaire afin qu'il puisse animer le programme pour les élèves des deux sexes.</p>	Violence	\$399,635

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2011-12	National	Girls Action Foundation / Fondation filles d'action.	Aboriginal Young Women's Leadership for Violence Prevention (Leadership de jeunes femmes autochtones pour la prévention de la violence)	<p>This 24-month project aims to strengthen Aboriginal women's leadership skills in order to address and reduce women's leadership skills in order to address and reduce violence. Through 10 youth-led projects, young Aboriginal women will develop and strengthen their leadership skills while addressing violence issues in their communities. Participants will be supported by local mentors, peers and elders in the implementation of these projects and will engage key community representatives to support the elimination of violence against women and girls. The project is based on the successful model developed by the organization which is proven to increase marginalized young women's leadership capacity and have positive impacts on their communities. The project represents a partnership between Girls Action Foundation, the Native Youth Sexual Health Network, and the Native Women's Association of Canada. These two partners who are national Aboriginal organizations, will bring extensive networks and expertise in working with Aboriginal youth to the project.</p> <p>Ce projet de 24 mois renforcera le leadership de jeunes femmes autochtones afin de les aider à répondre à la violence et à la réduire. Dans le cadre de dix projets dirigés par des jeunes dans les collectivités retenues par le Comité consultatif en début de projet, les participantes apprendront à mener et renforcer leur aptitude à ce faire pour mettre un terme aux problèmes de violence dans leur communauté. Les participantes recevront le soutien de mentores, de leurs semblables et d'aînées de leur communauté pendant la réalisation de ces projets et inciteront les représentantes et représentants communautaires clés à soutenir l'élimination de la violence faite aux femmes et aux filles. Le projet s'appuie sur un modèle éprouvé de l'organisme qui permet d'accroître les capacités des jeunes femmes marginalisées et d'avoir un effet positif sur le milieu. Ce projet se fonde sur un partenariat entre la Fondation filles d'action, le Native Youth Sexual Health Network et l'Association des femmes autochtones du Canada. Ces deux partenaires contribuent au projet le faisant profiter de leur vaste réseau national ainsi qu'une grande expérience du travail auprès des jeunes autochtones.</p>	Violence	\$159,250
2011-2012 Rural Call - Appel - Collectivités rurales	Québec	CALACS Abitibi	Reducing violence against women and girls in rural communities and small urban centres [Réduction de la violence faite aux femmes et aux filles dans les collectivités rurales et les petits centres urbains]	<p>This project will focus on young girls aged 12 to 17 from the regional county municipality of Abitibi, who are at risk of becoming victims of sexual exploitation or commercial sexual exploitation. A number of key community stakeholders will help the group develop a community plan to find solutions to combat violence against young girls in the area.</p> <p>Ce projet portera sur les jeunes filles de 12 à 17 ans de la Municipalité régionale de comté d'Abitibi, qui risquent d'être victimes d'exploitation sexuelle ou d'exploitation sexuelle commerciale. Plusieurs intervenantes et intervenants communautaires d'importance aideront le groupe à élaborer un plan communautaire pour trouver des solutions afin de remédier à la violence faite aux jeunes filles dans cette région.</p>	Violence	233,145 \$
2011-2012 Rural Call - Appel - Collectivités rurales	Atlantic / Atlantique	Partners for Youth Inc	Reducing violence against women and girls in rural communities and small urban centres [Réduction de la violence faite aux femmes et aux filles dans les collectivités rurales et les petits centres urbains]	<p>Partners for Youth, in collaboration with schools, communities and service providers, will coordinate a community response to gender-based violence in two rural areas of New Brunswick: Indian Island First Nation and Campobello Island. Young women under 18 years old will be engaged in order to understand and integrate cultural identity, increase their community engagement, and raise awareness in addressing violence against women and girls in their communities.</p> <p>Partners for Youth, en collaboration avec les écoles, les communautés et les fournisseurs de services, coordonnera une intervention communautaire contre la violence sexiste dans deux secteurs ruraux du Nouveau-Brunswick : la Première nation d'Indian Island et l'île Campobello. Nous ferons appel aux jeunes femmes de moins de 18 ans pour comprendre et intégrer l'identité culturelle, accroître leur participation communautaire et les sensibiliser à l'élimination de la violence faite aux femmes et aux filles dans leurs communautés.</p>	Violence	162,700 \$

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APPENDIX B

LIST OF PROJECTS IDENTIFIED BY WITNESSES IN TESTIMONY OR IN WRITTEN SUBMISSIONS

Promising Practices

The Committee heard of many success stories, programs and initiatives that witnesses have described as effective. To the greatest extent possible, to ensure accuracy and to reflect the positive nature of the results, descriptions have been taken verbatim from the testimony of the witnesses.

PARTICIPATION

A. Barriers to Participation

- The Girls Action Foundation is leading the Young Women’s Leadership in Rural Development project with “girl-serving organizations and rural communities across Canada,” because “girls in those areas face the unique challenges of more difficult economic circumstances, fewer choices of career and education, and the need to go out of their community often for post-secondary education — it’s harder to access support if they are experiencing violence.” In addition, “there are often more traditional gender expectations of women to fulfill the mother role only, and so on.”¹ The Girls Action Foundation is “working with some [F]irst [N]ations as well,” as girls in First Nations communities “face many of the same challenges as rural communities do, being isolated and dependent on resource economies, they also have the additional challenges of the history of colonialism as it has impacted their families and caused a lot of difficulties — barriers to get over in terms of success — financial, parenting, and so on.”²
- YWCA’s Power of Being a Girl “is a violence prevention conference that is hosted in over 25 communities and reaches over 4,000 girls each year. It focuses on issues such as healthy relationships, body image, sexual health, bullying, and Internet safety.”³
- Plan Canada launched the Because I am a Girl initiative in 2009 “to raise awareness of the issues and rights around girls.” It is based on the idea that “investing in girls is the most direct route to social change.”⁴ The initiative has a component that “is a life skills program designed to provide educators, student leaders, and community group leaders with a turnkey tool kit to address the issues that girls are presented with as they grow into women. This program addresses issues that girls face and provides activities, discussion points, resources, and tools that girls can use to be empowered to work through the issue and gain that life skill.”⁵ The initiative works directly with school boards and uses a girl club model, which “is designed for girls to work on issues together in a safe environment to champion each other to reach their full potential.”⁶ The initiative created modules on a variety of subjects in consultation with the private sector: “Some examples include Visa, which provided the expertise for financial literacy modules; Dove and Unilever, which provided the expertise for the self-esteem body image module; IBM,

1 Juniper Glass, Director of Development, Girls Action Foundation, *Evidence*, March 12, 2012, 1555

2 Ibid.

3 Paulette Senior, Chief Executive Officer, YWCA Canada, *Evidence*, March 12, 2012, 1540

4 Leanne Nicolle, Director, Community Engagement, Plan International Canada Inc., *Evidence*, March 26, 2012, 1530.

5 Ibid.

6 Ibid., 1535.

which provided for the ICTs and Internet safety module; Kraft Foods, which provided the expertise on nutrition; and Coca-Cola, which provided expertise on women in business. This provided us with not only expertise but additional financial resources to ensure that these materials are provided to educators free of charge.”⁷

- FemNorthNet, by CRIAW, “is a research alliance focused on three northern communities: La Loche, Saskatchewan; Thompson, Manitoba; and Happy Valley-Goose Bay, Labrador,” as well as “Labrador West.”⁸ The FemNorthNet project has a “network [that] includes municipal officials, community-based organizations, national organizations, and researchers from universities across the country.”⁹ The research examines the “need for investment in a range of social infrastructure to support young women and improve their economic prospects, especially those in northern communities.”¹⁰
- First Peoples’ House, at McGill University, has an “annual Eagle Spirit High Performance Camp. It runs for a long weekend in May and brings together [A]boriginal youth ages 13 to 17 from all over the country to come to McGill, spend a weekend here, learn about health careers, amongst others, and find their passion. And there’s a lot of focus on sports and physical fitness and overall well-being... [First Peoples’ House sees] a lot more campers, actually, apply to McGill.”¹¹
- The Fédération de la jeunesse franco-ontarienne (FESFO) “has been approached by the UN to develop a series of manuals as part of the A World of Difference project. The manuals deal with issues that include violence, sexism, racism, communication and conflict resolution.”¹²
- The Ottawa Coalition to End Violence Against Women (OCTEVAW) began a “program called I Can MANifest Change. It focuses on engaging young men in ending violence against women through exploring such topics as masculinity, femininity, sexism, and sexual violence. It is a program that has hope and celebrates that not all men are perpetrators of violence.”¹³
- “A strong example of promising practices comes from the National Association of Indigenous Institutes of Higher Learning, which emerged in recent years in response to the need for post-secondary programs that would better meet the learning requirements for [F]irst [N]ations people and girls. An alternative to provincial colleges and universities, the indigenous institutes of higher learning provide programs from an indigenous perspective, including knowledge of one’s identity and language. Many of these institutes are located within [F]irst [N]ations communities, thereby improving access for students living in remote areas. They are also located in larger urban centres.”¹⁴
- The Ottawa Community Immigrant Services Organization (OCISO) has the Immigrant and Refugee Youth Program, with “the goal... to build a protective support network for youth through the schools and service providers by offering a safe space where at-risk newcomer youth can

7 Leanne Nicolle, Director, Community Engagement, Plan International Canada Inc., *Evidence*, March 26, 2012, 1535.

8 Jane Stinson, Director, FemNorthNet Project, Canadian Research Institute for the Advancement of Women, *Evidence*, March 28, 2012, 1535.

9 Jane Stinson, Director, FemNorthNet Project, Canadian Research Institute for the Advancement of Women, *Evidence*, March 28, 2012, 1535.

10 Ibid.

11 Paige Isaac, Coordinator, First Peoples’ House, *Evidence*, April 4, 2012, 1630.

12 Jocelyn Michelle Coulibaly, Representative for the Ottawa Region, Board of Representatives, Fédération de la jeunesse franco-ontarienne, *Evidence*, April 2, 2012, 1635.

13 Stefanie Lomatski, Executive Director, Ottawa Coalition to End Violence Against Women, *Evidence*, May 16, 2012, 1650.

14 Ashley Julian, Member, Youth Council, Assembly of First Nations, *Evidence*, May 30, 2012, 1645.

make a healthy transition and integration into Canadian society while increasing their ability to meet their full-time academic potential.”¹⁵ They work with high schools, with children 13 to 18 years old.¹⁶ “The environment of the group simulates a Canadian workplace. There's a time schedule. Someone in the group is targeted and trained to gather the people in the group when it's time for the group to meet. Someone is the timekeeper, there's a facilitator, and they talk about issues such as time scheduling, conflict management, résumé building, and how to present yourself at a job interview. During the course of the 14 weeks different people representing the professions come in and talk about what it took to get into their profession.”¹⁷

- OCISO's Career Mentoring Program “provides matches between internationally trained professionals and Canadian counterparts. Together, they help the newcomer manoeuvre through the Canadian job market.” The program recently “received a small amount of money to ... replicate it for youth.”¹⁸ The program has been ongoing for five years and they “have worked with 200 Canadian mentors and matched them with internationally trained immigrants... The mentors share their knowledge of the Canadian workplace, cultures, support network development, and advise on job-search prospects. Over 60% of mentees exit the program with jobs in their field, and another 15% pursue further education toward attaining employment goals.”¹⁹

B. Life Skills and Financial Literacy

- FESFO offers “financial literacy program for girls and boys... how to do a proper budget, and manage a line of credit... These financial literacy courses have to include a gender-specific element.”²⁰
- The Community Youth Team Program of Coast Capital Savings Credit Union, every year, “gives 25 to 30 grade 11 and grade 12 students training in financial services and leadership experience. Through the Coast community youth team program, these students train and work in [the] branches, but they also help organize and participate in Coast community events. This gives them not only valuable work skills, but also public speaking and leadership experience at an early age.” They have had “over 300 students graduate from the program. Several alumni are now full-time employees at Coast in various roles, while others have gone on to pursue careers that require strong financial knowledge and skills.”²¹
- Coast Capital Savings Credit Union has a Youth Advisory Council, that “deliberate[s] on and allocate[s] a portion of our Community Giving dollars.” A central responsibility is “to carefully analyze proposals to ensure they fit with [Coast's] giving objectives.” The program allows “the

15 Bertha Mo, Manager, Counselling Program, Ottawa Community Immigrant Services Organization, *Evidence*, May 30, 2012, 1630.

16 *Ibid.*, 1635.

17 *Ibid.*, 1635.

18 *Ibid.*, 1630.

19 *Ibid.*, 1630.

20 Geneviève Latour, Programming Manager, Fédération de la jeunesse franco-ontarienne, *Evidence*, April 2, 2012, 1715.

21 Tracy Redies, President and Chief Executive Officer, Coast Capital Savings Credit Union, *Evidence*, April 2, 2012, 1535.

participants [to] gain knowledge on business philanthropy and the important role it plays in developing communities. They also gain critical thinking and analysis skills.”²²

C. Transition from School to Work

- YWCA’s Youth Eco Internship Program (YEIP) offers paid internship opportunities within the non-profit and community service sector to youth aged 15 to 30 across Canada.²³
- Linamar Corporation works “with local school systems to sponsor female apprenticeships. [Linamar has] committed to five female apprentices per year for the next five years.”²⁴

PROSPERITY

A. Non-Traditional Employment

- “Techsploration provides young women from diverse backgrounds in grades nine through twelve with opportunities to learn about careers in these fields. It also helps them to understand the significance of high school math and science to their future careers, and it helps them create awareness about the critical role of work in their lives. Techsploration gives young women the opportunity to enhance their public speaking, presentation, and report-writing skills. They also learn about communication, leadership, and teamwork — all skills that employers want. It helps ‘techsplorers’ to increase their levels of self-confidence, self-esteem, and cultural awareness, but more importantly, Techsploration provides information. Information is empowering and absolutely changes lives.”²⁵
- Women in Scholarship, Engineering, Science & Technology has a Summer Research Program, where “grade eleven girls... come and spend six weeks working in a research group at the University of Alberta during the summer,” and are paid. The girls “meet women engineers and scientists, and often at the end of the six weeks... they discover it's something they want to do and something that's relevant to them.”²⁶
- Linamar Corporation has “summer skills camp for young girls, aged 10, 11, or 12, to try to introduce them to the idea of skills and trades as a potential career.”²⁷
- “Actua's national girls program was developed in 1999 in response to a noted pattern of decline in the participation of girls in [their science, engineering, and technology] camps across the country....”²⁸ The “all-girls program model... provided girls with a safe, non-judgmental, and fun environment in which to explore, create, and interact with role models.” It allows girls to “acquire

22 Tracy Redies, President and Chief Executive Officer, Coast Capital Savings Credit Union, *Evidence*, April 2, 2012, 1535.

23 YWCA, *Youth Eco Internships – Welcome to the Youth Eco Internship Program (YEIP)*, <http://ywcacanada.ca/en/pages/yeip/introduction>.

24 Linda Hasenfratz, Chief Executive Officer, Linamar Corporation, *Evidence*, May 14, 2012, 1640.

25 Tricia Robertson, Executive Director, Techsploration, *Evidence*, May 7, 2012, 1535.

26 Margaret-Ann Armour, President of the Board, Canadian Centre for Women in Science, Engineering, Trades and Technology, *Evidence*, May 7, 2012, 1545.

27 Linda Hasenfratz, Chief Executive Officer, Linamar Corporation, *Evidence*, May 14, 2012, 1635-1640.

28 Jennifer Flanagan, President and Chief Executive Officer, Actua, *Evidence*, May 28, 2012, 1605.

critical life and employability skills, such as team-building, collaboration, problem-solving, critical thinking, financial literacy, and technical proficiency.”²⁹

- Actua’s National Aboriginal program “engages 30,000 aboriginal youth a year in 200 communities across the country. It’s a huge geographic reach and area of focus for [Actua], including rural and remote communities as well. A significant emphasis for [Actua] is to get into every possible tiny fly-in and boat-in community in the country.”³⁰
- GE Canada has “started a program this year focusing on retention rate, investing more in [the] GE women’s network and doing more education about flex time, flex hours.”³¹
- Linamar Corporation has “held several workshops, at which [they] bring together high school students with female tradespeople within [Linamar] and in other companies to learn about these careers.... They get to learn about all kinds of different careers in skilled trades, science, and technology...”³²

LEADERSHIP

A. Women in Decision-Making Positions

- YWCA’s program Y Act Up “focuses on the leadership and decision-making skills of girls and encourages life-long civic engagement in their communities.” The program is based on the idea “that when girls are educated and empowered they become leaders at home, in the community, and beyond, improving their economic prosperity, as well as those around them.”³³
- Canadian Research Institute for the Advancement of Women’s (CRIAOW) Engagement, Communication and Outreach team (ECO) are “a youth caucus, focused on reaching out to other young women and encouraging them to get involved.”³⁴
- Chubb Insurance Company of Canada aims to “retain, develop, and promote the best talent in our industry by creating development programs specifically geared toward women so that we would have them ready in equal numbers to their male counterparts to enter into management ranks... The mission is ‘Reach up, Reach out, and Reach down’, and to work with women within the company, within our industry, and with the communities we serve to support women at all levels.”³⁵
- Mouvement ontarien des femmes immigrantes francophones (MOFIF) has a “project ‘Viser haut’... The aim of the project is to encourage women to get involved in decision-making positions such as boards of directors... Women were given tools, through a comprehensive two-

29 Jennifer Flanagan, President and Chief Executive Officer, Actua, *Evidence*, May 28, 2012, 1605.

30 *Ibid.*, 1625.

31 Elyse Allan, President and Chief Executive Officer, GE Canada, *Evidence*, May 30, 2012, 1615.

32 Linda Hasenfratz, Chief Executive Officer, Linamar Corporation, *Evidence*, May 14, 2012, 1640.

33 Paulette Senior, Chief Executive Officer, YWCA Canada, *Evidence*, March 12, 2012, 1540

34 Brigitte Ginn, Board Member, Canadian Research Institute for the Advancement of Women, *Evidence*, March 28 2012, 1530.

35 Ellen Moore, Chairman, President and Chief Executive Officer, Chubb Insurance Company of Canada, *Evidence*, April 2, 2012, 1540.

day training session on governance, including pre-training orientation and post-training placement.”³⁶

B. Self-Confidence

- The Girls Fund, of the Canadian Women’s Foundation, provides financial support for “research-based programs for girls that build their protective factors and engage their bodies, minds, and spirits.” These programs are in “all-girl environment for girls aged nine to thirteen to explore science and technology, develop healthy relationships with peers and adults, get physically active, learn financial and media literacy, and above all learn to think critically, take on leadership roles, and build strong social connections.”³⁷ For programming for Aboriginal girls “there’s an added layer of promoting cultural connectedness and strengthening ties to elders and other female mentors in the community, which is a really critical piece of programming for that group.”³⁸
- YWCA GirlSpace “offers quality programming that addresses key social issues facing girls today and responds to their very diverse needs.”³⁹

C. Mentoring and Role Models

- BPW Canada has a “mentorship program, within BPW itself, within the national, provincial, and local chapters.”⁴⁰
- Coast Capital Savings Credit Union has a mentorship program to “identify high-potential individuals... they are as likely to be women as they are to be men... They are mentored. They’re given special leadership training and leadership assignments on projects that are important to the organization... When they work on important projects and bring those to fruition, it raises the profile of these individuals, and everybody wants them on their team.”⁴¹
- “The Femmes Équité Atlantique project was about bringing generations together and achieving socio-economic equity for francophone and Acadian women living in minority communities in Atlantic provinces. The project was titled ‘La rencontre des générations’. Girls and women of different ages attended meetings as part that project. Those meetings covered four aspects: girls’ participation, skills, self-esteem and critical consciousness.”⁴²
- The Quebec Native Women’s Association has a mentorship program that operates “in a circle of leadership that pairs young girls with mentors. But more specifically, it’s not just in terms of pairing a woman with a girl, but also pairing a girl with an interest, perhaps, in becoming a member of Parliament, with somebody who is already a leader in politics; or a girl who’s

36 Siham Chakrouni, Provincial Coordinator, Community Services, Ontario Movement for Francophone Immigrant Women, *Evidence*, May 14, 2012, 1540.

37 Claire Crooks, Board of Directors Member, Canadian Women’s Foundation, *Evidence*, March 28, 2012, 1540.

38 Ibid.

39 Paulette Senior, Chief Executive Officer, YWCA Canada, *Evidence*, March 12, 2012, 1540

40 Cara Coté, First Vice-President, Canadian Federation of Business and Professional Women’s Clubs, *Evidence*, March 26, 2012, 1610.

41 Tracy Redies, President and Chief Executive Officer, Coast Capital Savings Credit Union, *Evidence*, April 2, 2012, 1610.

42 Anne-Marie Gammon, President, Femmes Équité Atlantique, *Evidence*, April 30, 2012, 1620.

interested in becoming a lawyer ... with somebody who's already a member of the bar, so that they're able to exercise and see a particular path based on their skills and abilities."⁴³

43 Cindy Blackstock, Executive Director, First Nations Child and Family Caring Society of Canada, *Evidence*, May 2, 2012, 1555.

APPENDIX C LIST OF WITNESSES

Organizations and Individuals	Date	Meeting
<p>Status of Women Canada</p> <p>Victoria Martino, Senior Program and Policy Analyst, Program Analysis and Development Section, Women's Program and Regional Operations Directorate</p> <p>Pascale Robichaud, Director, Strategic Partnerships and Operations, Women's Program and Regional Operations Directorate</p> <p>Linda Savoie, Director General, Women's Program and Regional Operations Directorate</p>	2012/02/29	20
<p>Status of Women Canada</p> <p>Suzanne Clément, Coordinator and Head of Agency, Office of the Coordinator</p> <p>Sébastien Goupil, Director General, Policy and External Relations</p> <p>Erin Leigh, Senior Policy Analyst, Policy and External Relations</p> <p>Nanci-Jean Waugh, Director General, Communications and Public Affairs</p>	2012/03/07	22
<p>As an individual</p> <p>Kathleen A. Lahey, Professor, Faculty of Law, Queen's University</p> <p>Canadian Labour Congress</p> <p>Barbara Byers, Executive Vice-President</p> <p>Girls Action Foundation</p> <p>Saman Ahsan, Executive Director</p> <p>Juniper Glass, Director of Development</p> <p>YWCA Canada</p> <p>Paulette Senior, Chief Executive Officer</p> <p>Farrah Todosichuk, Representative</p>	2012/03/12	23
<p>Status of Women Canada</p> <p>Suzanne Clément, Coordinator and Head of Agency, Office of the Coordinator</p> <p>Sébastien Goupil, Director General, Policy and External Relations</p> <p>Linda Savoie, Director General, Women's Program and Regional Operations Directorate</p> <p>Nanci-Jean Waugh, Director General, Communications and Public Affairs</p>	2012/03/14	24

Organizations and Individuals	Date	Meeting
Canadian Federation of Business and Professional Women's Clubs Cara Coté, First Vice-President	2012/03/26	25
Plan International Canada Inc. Leanne Nicolle, Director, Community Engagement		
Canadian Research Institute for the Advancement of Women Brigitte Ginn, Board Member Jane Stinson, Director, FemNorthNet Project	2012/03/28	26
Canadian Women's Foundation Claire Crooks, Board of Directors Member		
Chubb Insurance Company of Canada Ellen Moore, Chairman, President and Chief Executive Officer	2012/04/02	27
Coast Capital Savings Credit Union Tracy Redies, President and Chief Executive Officer		
Fédération de la jeunesse franco-ontarienne Jocelyne Michelle Coulibaly, Representative for the Ottawa Region, Board of Representatives Geneviève L. Latour, Programming Manager		
Canadian Council on Social Development Peggy Taillon, President and Chief Executive Officer	2012/04/04	28
DisAbleD Women's Network of Canada Bonnie Brayton, National Executive Director		
First Peoples' House Paige Isaac, Coordinator		
National Centre for First Nations Governance Jocelyne Wasacase-Merasty, Regional Manager, Prairie Region		
Campaign 2000 Laurel Rothman, National Coordinator	2012/04/25	30
University of Western Ontario Carol Stephenson, Dean, Richard Ivey School of Business		
Femmes Équité Atlantique Anne-Marie Gammon, President	2012/04/30	31

Organizations and Individuals	Date	Meeting
First Nations University of Canada Angelina Weenie, Department Head, Professional Programs	2012/04/30	31
First Nations Child and Family Caring Society of Canada Cindy Blackstock, Executive Director	2012/05/02	32
Native Women's Association of Canada Claudette Dumont-Smith, Executive Director		
Canadian Centre for Women in Science, Engineering, Trades and Technology Margaret-Ann Armour, President of the Board	2012/05/07	33
Techsploration Tricia Robertson, Executive Director		
Action travail des femmes Coline Camier, Assistant Coordinator Marilyn Ouellet, Responsible for Equal Access Services	2012/05/14	34
Child Care Advocacy Association of Canada Katie Arnup, Board of Directors Member Shellie Bird, Board of Directors Member		
Linamar Corporation Linda Hasenfratz, Chief Executive Officer		
Ontario Movement for Francophone Immigrant Women Siham Chakrouni, Provincial Coordinator, Community Services Regine Cirondeye, Board Member		
Ottawa Coalition to End Violence Against Women Stefanie Lomatski, Executive Director Bailey Reid, Chair, Public Engagement Committee	2012/05/16	35
Public Service Alliance of Canada Andrée Côté, Women's and Human Rights Officer, National Programs Section		
Rosalie-Jetté School Ellen Dubé, Educational Counsellor		
Actua Jennifer Flanagan, President and Chief Executive Officer	2012/05/28	36

Organizations and Individuals	Date	Meeting
<p>McGill University Claudia Mitchell, James McGill Professor, Department of Integrated Studies in Education</p>	2012/05/28	36
<p>Native Youth Sexual Health Network Jessica Danforth, Executive Director</p>		
<p>Representative for Children and Youth Mary Ellen Turpel-Lafond, Representative, British Columbia</p>		
<p>Assembly of First Nations Ashley Julian, Member, Youth Council</p>	2012/05/30	37
<p>ATCO Group Nancy Southern, President and Chief Executive Officer</p>		
<p>GE Canada Elyse Allan, President and Chief Executive Officer</p>		
<p>Ottawa Community Immigrant Services Organization Bertha Mo, Manager, Counselling Program</p>		

APPENDIX D LIST OF BRIEFS

Organizations and Individuals

Actua

Canadian Federation for Sexual Health

Canadian Research Institute for the Advancement of Women

Direct Sellers Association of Canada

DisAbled Women's Network of Canada

First Nations Child and Family Caring Society of Canada

Girls Action Foundation

Lahey, Kathleen A.

Public Service Alliance of Canada

Richer, Francine

YWCA Canada

REQUEST FOR GOVERNMENT RESPONSE

Pursuant to Standing Order 109, the Committee requests that the government table a comprehensive response to this Report.

A copy of the relevant *Minutes of Proceedings* ([Meetings Nos. 20, 22, 23, 24, 25, 26, 27, 28, 30, 31, 32, 33, 34, 35, 36, 37, 40, 41, 42 and 43](#)) is tabled.

Respectfully submitted,

Marie-Claude Morin, M.P.

Chair

Supplementary Report of the New Democratic Party of Canada

The New Democrat Members of the Standing Committee on the Status of Women are concerned that the final report *Improving Economic Prosperity for Canadian Girl* does not reflect the scope of the testimony heard from the 40 witnesses who testified before the committee. We are also concerned that the scope of the study itself was limited to changes that could be made only by Status of Women Canada. The committee heard about widespread barriers that prevent Canadian women and girls from participating in the workforce and subsequent recommendations to help women prosper economically.

While New Democrats agree with a number of the recommendations in the report, some recommendations listed in the final report do not accurately reflect what was recommended to the committee by expert witnesses. Instead, the recommendations in this report exclude directives to the federal government to take concrete steps to improve economic prospects for Canadian girls.

Scope

The Committee limited the study only to changes that could be made by Status of Women Canada. New Democrats believe that advancing the equality of women and girls in Canada is the responsibility of all agencies and federal departments, not just Status of Women Canada. In fact, the 1995 Federal Plan for Gender Equality acknowledges the cross-cutting nature of gender issues, and the importance of horizontal collaboration among federal government departments. In addition, Status of Women Canada's capacity to advance women's equality in Canada has been limited by funding cuts and restrictions to the mandate of the Women's Program. This study should have taken a broader approach and acknowledge the responsibility of all federal departments in advancing gender equality in Canada.

Partnerships

Numerous recommendations in the report, while useful, involve other departments and creating partnerships^[1]. New Democrats hope that these recommendations will be considered by other departments.

Some recommendations in the report recommend that Status of women encourage partnerships and programs to advance the economic prosperity of girls in Canada, which is a passive role. New Democrats want Status of Women to take an active role and support programs and partners.

New Democrats recommend that Status of Women Canada encourage and support partnerships with other departments and create new partnerships to advance the economic prospects of Canadian girls and young women.

Usefulness

New Democrats and other committee members were given the impression that the study would help direct the work of Status of Women.

In June 2012, Status of Women Canada announced it would receive funding applications for its call for proposals entitled “Setting the Stage for Girls and Women to Succeed”, intended to fund projects to “strengthen[ing] girls’ and young women’s economic prosperity”. The deadline for applications was August 10 2012^[ii], before the Standing Committee on the Status of Women finished review of this report.

Aboriginal Girls and Young Women

The committee heard testimony that Aboriginal girls and young women face disproportionate and higher levels of violence, lower high-school completion rates, higher teen pregnancy and birthrates, higher rates of involvement in the criminal justice system, and higher rates of poverty than non-Aboriginal girls and young women. These barriers prevent Aboriginal girls and women from achieving economic prosperity.

Many witnesses testified that improving educational opportunities for Aboriginal girls attending on-reserve schools would help improve their economic prospects. Education can give girls the tools they need to participate in the workforce.

Recommendations to improve education for girls attending on-reserve schools including matching funding for on-reserve schools with per-student funding levels with their respective provincial or territorial levels and improvements to the K-12 curriculum were excluded from the final report. ^[iii]

New Democrats recommend that through negotiation and consultation with Aboriginal organizations and communities, the federal government improve education for Aboriginal girls and young women by increasing funding to on-reserve schools.

Further recommendations proposed more culturally appropriate supports for Aboriginal girls leaving reserves for school or work, including support for friendship centres, and on-going support and training through their career development.^[iv] Aboriginal women in particular face challenges when moving to urban centres, because they do not have the same support systems as when they were in their community.

New Democrats recommend that in consultation with Aboriginal organizations and communities, Status of Women Canada work with the Department of Aboriginal Affairs and Northern Development to support Friendship Centres, particularly to provide appropriate cultural supports to Aboriginal girls and young women moving to urban centres for school or work.

Sexual Health

New Democrats received testimony surrounding the importance of investments in “broadly based sexual health education”.^[v] Teaching women about their reproductive rights gives girls and young women knowledge they need to take control of their own lives.

One witness said in testimony:

It's important particularly for this study, though, because we can't look at economic prospects and development for Canadian women and girls without understanding that without having control of your own reproductive health, your own body, and your own choices, having full, true economic justice and economic prospects will never be achieved. We can't be worrying on the one hand about whether we're going to have control over planning our families or getting out of a violent or abusive relationship on the ground and also be trying to plan all of the other economic prospects that we say we want.^[vi]

New Democrats recommend that Status of Women Canada and Health Canada, in consultation with the provinces and territories, fund projects that target the development of healthy relationships, including sexual education and reproductive health.

Barriers to Participation

Poverty

The committee heard that girls and young women living in poverty is an obstacle to their economic participation and prosperity. Obtaining an education, housing, transportation, and other goods and services needed to be in the labour market are more difficult when girls and women live in poverty.

A number of witnesses testified that young women are more likely to hold jobs that are part-time, precarious, or temporary. These jobs may be lower paying, have few benefits, no workplace compensation, and may not qualify women working in these jobs for employment insurance.

One witness recommended that the government address the issue of under-employment and precarious work, as young women are among the most likely to work in these conditions.^[vii]

Childcare

The committee heard testimony that childcare and related supports were widely identified as necessary to permit and encourage the economic participation and prosperity of young women who are mothers.^[viii]

New Democrats recommend working with the provinces and territories to establish and fund a Canada-wide child care and early learning program allowing more young women with children to enter the workforce.

Housing

The committee heard from witnesses that inadequate access to housing prevents women from entering the workforce. This is particularly the case for anyone relocating from rural to urban areas or Aboriginal girls moving off reserve.

New Democrats echo sentiments from witness recommendations that greater support, including access to affordable housing, to girls and young women who do have to relocate for education or employment is needed.^[ix]

New Democrats recommend that the Government work with the provinces and territories to establish a National Housing Strategy to ensure secure, adequate, accessible and affordable housing for all Canadians.

Encouragement and Role Modeling

Several witnesses recommended the federal government create partnerships to create programming to encourage girls and young women to pursue non-traditional employment.^[x]

One witness testified:

These types of programs are playing a significant role in building resiliency and economic independence among girls and young women. This will also result in a significant overall contribution to economic prosperity and a much needed boost to diversity and the job force.^[xi]

Recommendations to convene a meeting with partners to build a national strategy targeting science education from K-12, collaborating with universities and colleges to increase the enrolment and graduation of young women in non-traditional programs, develop partnerships between industries and schools, and determine the role of federal government in funding youth apprenticeships, school-to-work transition programs and other employability training programs were excluded from the final report.

The committee heard testimony from witnesses that a lack of female role models in non-traditional careers, such as engineering or the trades, meant girls could not imagine

themselves pursuing these fields. Several witnesses testified that role models will encourage young women to enter non-traditional careers.

Many witnesses recommended that role modeling be widely promoted with the aim of inspiring young girls to enter the workforce, particularly in non-traditional employment.^[xii]

As time goes on, girls may lose role models because of the instability women in the workforce face while trying to find a work-life balance. Often women leave the workforce, take part-time, or shift work because they are the primary care-giver in their families. Addressing barriers that prevent women from entering the workforce will provide girls with more role models in various careers.

^[i] For example see: Paige Isaac, Coordinator, First People's House, *Evidence*, April 4, 2012

^[ii] Information about this announcement is taken from the Status of Women Canada, "Government of Canada Setting the Stage for Girls to Lead and Succeed," News release, June 5, 2012.

^[iii] Paige Isaac, Coordinator, First People's House, *Evidence*, April 4, 2012.

^[iv] Claudette Dumont-Smith, Executive Director, Native Women's Association of Canada, *Evidence*, May 2, 2012.

^[v] Jolanta Scott-Parker, Executive Director, Canadian Federation for Sexual Health, Brief, May 18, 2012, p. 5.

^[vi] Jessica Danforth, Executive Director, Native Youth Sexual Health Network, *Evidence*, May 28 2012, 1715

^[vii] Barbara Byers, Executive Vice-President, Canadian Labour Congress, *Evidence*, March 12, 2012, 1650.

^[viii] Paulette Senior, Chief Executive Officer, YWCA Canada, *Evidence*, March 12, 2012, 1540; Laurel Rothman, National Coordinator, Campaign 2000, *Evidence*, April 25, 2012, 1700; Margaret-Ann Armour, President of the Board, Canadian Centre for Women in Science, Engineering, Trades and Technology, *Evidence*, May 14, 2012, 1620; and Shellie Bird, Board of Directors Member, Child Care Advocacy Association of Canada, *Evidence*, May 14, 2012, 1625; YWCA Canada, "From Girls to Women: Programs and Policies to Enhance Economic Prosperity," *Brief*, May 23, 2012, p.7.

^[ix] Jane Stinson, Director, FemNorthNet Project, Canadian Research Institute for the Advancement of Women, *Evidence*, March 28, 2012, 1535

^[x] Jennifer Flanagan, President and Chief Executive Officer, Actua, *Evidence*, May 28, 2012, 1610; Public Service Alliance of Canada, *Presentation*, May 9, 2012, p.5.

^[xi] Jennifer Flanagan, President and Chief Executive Officer, Actua, *Evidence*, May 28, 2012, 1610.

Supplementary Opinion of Judy Sgro, Liberal Critic for the Status of Women

On behalf of the Parliamentary Caucus of the Liberal Party of Canada, I have prepared this report to articulate and underscore my profound concern that the report of the Standing Committee on the Status of Women entitled *Improving the Economic Prospects of Canadian Girls* is not entirely representative of the testimony and correspondence received by the said Committee nor is it resolute in its tone or determination to substantially impact upon the economic prospects of all Canadian girls. Contrarily, the recommendations contained within the said report are malleable, mellifluous and without a cohesive and long-term focus on the task at hand. Instead, the recommendations within this report exclude specific directives to the federal government or to Status of Women Canada in favour of a series of random and disjointed ideas that are “encouraged” rather than being advanced as true recommendations within an aggressive and forward looking action plan.

This clear and demonstrated lack of fortitude weakens the final report and, in doing so, does a disservice to Canadian girls who rightly deserve serious consideration and, if their economic challenges are to be resolved expeditiously, require both the Standing Committee on the Status of Women and Government of Canada to promulgate real and immediate action on their behalf.

While advancing a series of alternative recommendations would be the typical and expected, I fear this alone will not be enough to remedy the above. Rather, my trepidation grows with respect to the lack of focus exemplified in this report as in previous reports tabled during this Session. This lack of Committee focus stems primarily from the fact that the official mandate of the Standing Committee on the Status of Women is nearly 40 years old and, while well intentioned, has not been modernized to encompass the realities of contemporary Canadian society. It fails to mention the specialized needs of Canada’s aboriginal population, the unique challenges faced by new Canadians and it makes no mention of the Standing Committee’s true function as a federal think tank and problem resolution mechanism within the confines of the nation’s parliamentary democracy. This ambiguity has prompted a listless malaise which has dramatically diminished the Committee’s overall effectiveness as an inquiry-driven, problem solving body at the federal level.

To remedy this, the Liberal Caucus recommends that the Standing Committee on the Status of Women undertake an immediate and comprehensive review and rewrite of the mandate assigned to the Standing Committee on the Status of Women. It is further recommended that this review include a focus on;

- Strengthening the Committee’s function as a federal think tank and problem resolution mechanism within the confines of the nation’s parliamentary democracy;
- Redirecting the Committee’s focus to include issues involving Canada’s Aboriginal population and the unique challenges faced by new Canadians; and
- The development of a specific mandate that requires the Committee to undertake studies and to prepare reports which tackle issues in a forward looking, comprehensive and long-term manner.

In addition to recommendations offered with respect to the mandate of the Standing Committee on the Status of Women, the Liberal Caucus would also recommend the rewrite of all

recommendation contained within the report in a manner that would strengthen verbiage and, by extension, their legislative resolve. The inclusion of verbs which specifically moderate the Government of Canada's responsibility or accountability for serious social challenges affecting the economic prospects of all Canadian girls is a counterproductive and impertinent abdication of the Committee's duty to both Parliament and stakeholders. While the assignment of blame or the determination of past responsibility is not always helpful or germane when tackling a new or lingering issue, the responsibility for future action is a key component that must be considered fully as part of any proactive action plan. The emerging Committee proclivity for obfuscation must cease if the Committee work is to regain credibility, relevance and influence. The Liberal Caucus strongly urges a return to the report style and tone contained within reports created and tabled by bodies such as the 2011 bi-partisan ad-hoc parliamentary committee on Palliative and Compassionate Care and by the Standing Committee on the Status of Women (40th Parliament, 2nd Session) pertaining to pension security for women.

In this vein, it is deeply troubling that the report of the Standing Committee on the Status of Women entitled *Improving the Economic Prospects of Canadian Girls* fails to advance a comprehensive series of recommendations specifically dealing with the economic prospects of Aboriginal women despite having heard from several competent witnesses such as Vivian O'Donnell and Susan Wallace. In fact, in the report, the Committee explicitly acknowledges that, "Aboriginal girls and young women make up a significant portion of the female Aboriginal population," and that, "The Committee has extensive knowledge of the issues facing Aboriginal women with respect to violence and human trafficking..." yet this report does little to resolve or address these key matters. Aboriginal communities have established several innovative and culturally appropriate initiatives and structures, such as Friendship Centres, that could be expanded or adapted to provide support to a wider spectrum if the federal government would opt to engage as a contributing partner. Likewise, on reserve schools and other community institutions could benefit from similar partnership arrangements but, the lack of attention given to these issues in the report of the Standing Committee on the Status of Women entitled *Improving the Economic Prospects of Canadian Girls* represents a missed opportunity for all involved. While it is accepted that attention is given within the report to programming and schools in rural and remote regions of the country, the Liberal Caucus is of the belief that a one-size-fits-all approach will not adequately address or learn from certain specialized or niche problems or successes found within unique cultural communities such as that of Canada's native populations.

Lastly, the report of the Standing Committee on the Status of Women entitled *Improving the Economic Prospects of Canadian Girls* fails to provide specific recommendations to Status of Women Canada. Again, hard recommendations are replaced with softer notes of encouragement which fail to adequately underscore the seriousness of the proposed measures. Prudence and the specific content of witness testimony would both seem to indicate a need for the Committee to more aggressively and definitively share its lessons-learned with Status of Women Canada. For example, by failing to specifically recommend the notion of collaboration between Status of Women Canada and the Treasury Board for the express purpose of establishing pilot projects geared to facilitate the re-entry of women into the federal labour force following an extended leave, the Committee has again opted to side-step a real opportunity for positive change. Committee recommendations are conversation starters for governments and failure to provide

substantive recommendations will ensure these vital conversations never occur. Most competent contemporary legislators understand the virtue and cost effective nature of public-private strategic partnerships, particularly in an era of austerity at all levels of government but, in this instance, it seems forethought and drive for change has been replaced by an overwhelming desire to attain and maintain mediocrity.

The Liberal Caucus, on behalf of the Liberal Party of Canada and the Canadian population in general will continue to strive for better results and it is hoped that all Committee Members are prepared to do likewise in future studies undertaken by the Standing Committee on the Status of Women. Canadian women and girls expect better and I believe that the Committee is capable of doing more that has become the norm over the course of the past Session.

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